Non-Fiction

Befriend the Sandman or Beware

1 Have you ever spent a restless night chasing sleep, only to have it elude you until morning? Have you ever then tried, the next day, to take a long and difficult test? If so, then you know exactly just how important sleep can be.

2 Without sleep, the human body begins to fall apart. Sleep is critical to everything that we do. It affects how well we process information, learn new things, socialize, and respond to physical stimuli. There is much that science still does not understand about sleep. What it does know, however, is that sleep is a necessary aspect of cognition. The brain forms new neural pathways while sleeping. This refreshes our ability to perform both mental and physical duties, like reading a book or flying an airplane.

3 But what happens in everyday life when a person gets less sleep than necessary? Even losing an hour or two of sleep per night can have negative consequences. One of the more dangerous consequences of lack of sleep can be found on America's roads and highways. According to the National Heart, Lung, and Blood Institute, drowsiness is implicated in roughly 100,000 car accidents a year. About 1.5% of these accidents prove fatal.

4 The issue of driving while fatigued is so important that it has made headlines. A 2014 New York Times article describes how a truck driver drove his tractor-trailer for nearly 11 hours before plowing into cars stopped on the highway, killing ten people. That same article described another incident, where a tractor-trailer slammed into a van, critically injuring one passenger and killing another. In both instances, though there were other factors, lack of sleep was implicated as the primary reason for the accidents. In all likelihood, both of these accidents – and many of the 100,000 accidents likely caused by drowsiness – were preventable.

5 The government has begun to take the necessary steps to help reduce the number of fatigue-related incidents, at least as it relates to drivers of trucks. Effective 2012, the Federal Motor Carrier Safety Administration ruled that the upper limit of the number of hours a trucker can legally work each week be reduced from 82 hours to 70 hours. It also ruled that a driver cannot drive for longer than 11 hours a day. Many critics argue that these hours are still too long, especially considering that an average workweek is around 40-50 hours long, spread across 5 days. Proponents, however, believe that such rules are a step in the right direction, especially considering how important trucking is to the overall economy.

Hours Driven with No Break	Increased Risk of Accident Relative to Average Driving Hours
8	1.09
9	1.44
10	1.89
11	2.46

Source: Federal Motor Carrier Safety Administration, Regulatory Impact and Small Business Analysis, 2005.

1. Which of the following choices best describes what the passage is about?

A. the importance of sleep in performing mental activities like reading
B. how lack of sleep impacts learning and socializing
C. the dangers of driving while sleep deprived
D. explaining what sleep is and how it works

2. According to the passage, all of the following reasons are mentioned as reasons why sleep is important **except** that sleep affects

   E. how people socialize.
   F. how well people process information.
   G. how people respond to physical stimuli.
   H. how well people's immune systems function.

3. The New York Times article about two particular accidents is included in order to

   A. support the idea that sleep is important to cognition.
   B. provide specific examples of how lack of sleep is dangerous to drivers.
   C. justify the Federal Motor Carrier Safety Administration's ruling.
   D. illustrate what happens when someone loses an hour or two of sleep.

4. What is the most likely reason why the author of the passage begins the passage with a series of questions?

   E. to address possible objections to the author's argument
   F. to refute commonly held beliefs about sleep
   G. to attract the reader's attention while also introducing the topic of passage
   H. to explain how sleep is little understood by science

5. According to the passage, some people believe that the Federal Motor Carrier Safety Administration's ruling is insufficient because

   A. truckers are required by their employers to work at least 11 hours a day.
   B. tired truckers contribute to 100,000 car accidents per year.
   C. the number of hours truckers are allowed to work is still higher than those of the average work week.
   D. the trucking industry is integral to the economy, providing jobs and moving goods across the country.

6. When did the number ofhours a trucker can legally drive get reduced to 70 hours per week?

   E. 2012
   F. 2013
   G. 2014
   H. 2015

7. Which statement about sleep and traffic safety is best supported by the passage?

   A. The amount of sleep that people need to drive safely varies greatly.
   B. Sleep is not fully understood, but it is extremely important to safe driving.
   C. There are other factors that are as important to traffic accidents as lack of sleep.
   D. Sleep is important to human health, but its connection to traffic safety has not be n proven.

8. Paragraph 5 contributes to the development of the central idea of the passage by

   E. describing the problem of driving while tired.
   F. taking a specific stance on the problem stated earlier in the passage.
   G. describing a potential solution to the problem stated earlier in the passage.
   H. providing statistical information about the magnitude of the problem of driving while tired.

9. The table contributes to the development of the central idea of the passage by

   A. determining the ideal number of hours to drive per day.
   B. providing evidence of the number of people killed by tired drivers.
   C. showing that long hours driving without a break increases the chances of an accident.
   D. illustrating the amount of sleep needed in order to overcome the effect of a day of driving.

Jack the Dripper

1 For students of abstract expressionist art, perhaps no artist is as influential and famous as Jackson Pollock.

2 Pollock was born in 1912 in Wyoming and was the youngest of five brothers. He grew up in various places throughout the American West, including Arizona and California. Pollock did not fare well in school and was expelled from two different high schools.

3 Pollock followed one of his older brothers to New York City in 1930, at the age of 18. There, despite his lack of success in traditional academic settings, he studied art under Thomas Benton. While Pollock did not identify strongly with his mentor's artistic interests, many of Pollock's biographers agree that some of Benton's artistic stylings and philosophies had a great influence on Pollock. Many art historians believe that Pollock's artistic departure from tradition derives from Benton's strong sense of independence.

4 It was difficult to be an artist during the late 1930s and early 1940s. The effects of the Great Depression[1] were at their worst. Yet, thanks to the federal government's Works Progress Administration, artists – including Pollock – were able to find work in the Federal Art Project.

5 Pollock barely managed to keep his head above water until 1943, when he signed a contract with Peggy Guggenheim, who became one of his primary paying patrons. Pollock was commissioned to produce a massive work for Guggenheim, measuring 8 feet tall by 20 feet long. This work helped to launch his career and propelled him toward artistic stardom.

6 With help from Guggenheim, Pollock bought a home and art studio on Long Island, New York, and began working on his now-famous "drip" technique of painting. Pollock would lay a canvas on the floor of his studio and would use flinging, pouring, splattering, and dripping motions to apply paint to the canvas. This was a technique previously unseen in Western art and earned Pollock critical acclaim. Pollock, and the iconic paintings he created, were, to the art community, one and the same. *Time* magazine even gave Pollock the moniker "Jack the Dripper."

7 Then, as suddenly as it began, Pollock stopped using the drip style in his work. By the 1950s, Pollock had moved on to experimenting with new artistic styles and methods. These works did not sell as well as his drip paintings. Pollock's iconic style was so popular that it limited the appeal of his later works. Art collectors were not interested in Pollock's departure from his now-famous drip paintings.

8 Tragically, Pollock died in a car crash in 1956 at only 44 years old. Though Pollock's life was cut short, his paintings and bold artistic integrity live on even today. Many of Pollock's most famous drip paintings can be viewed in famous museums, including the Metropolitan Museum of Art in New York City.

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[1] **the Great Depression** – a period of great economic crisis where many people were unemployed

1. The passage is organized in which of the following ways?

A. It describes events in chronological order.
B. It tells a story from different points of view.
C. It states a problem and recommends a solution.
D. It presents an argument and supports it with facts.

2. Which of the following choices best describes the central idea of the passage?

   E. the art industry
   F. different New York City artists
   G. the biography of a famous painter
   H. the benefits of the Works Progress Administration

3. The passage suggests that Pollock's unique sense of style came from

   A. Peggy Guggenheim.
   B. one of his older brothers.
   C. his early life in Wyoming.
   D. his time with Thomas Benton.

4. How was Pollock able to support himself during the Great Depression?

   E. He taught art classes.
   F. He was paid by Thomas Benton to be an assistant.
   G. Peggy Guggenheim commissioned works of art.
   H. He worked for the Works Progress Administration.

5. According to the passage, Pollock's most celebrated works were

   A. created for Peggy Guggenheim.
   B. only recognized after his death.
   C. the works that earned him the nickname "Jack the Dripper."
   D. all donated to the Metropolitan Museum of Art in New York City.

6. Based on the passage, the reason why Pollock stopped producing drip style works

   E. is unknown.
   F. is due to a lack of interest.
   G. is at the Metropolitan Museum of Art's request.
   H. is because of negative feedback from critics.

7. Read this sentence from paragraph 5.

   Pollock barely managed to keep his head above water until 1943, when he signed a contract with Peggy Guggenheim, who became one of his primary paying patrons.

   What does the phrase "keep his head above water" imply about Pollock?

   A. His art was inspired by water.
   B. He had a steady job that paid him a salary.
   C. He stayed out of trouble and was never arrested.
   D. He was struggling to support himself financially.

8. With which statement would the author most likely agree?

   E. Pollock's preference for staying anonymous is justified by the craze for his work.
   F. For a collector of abstract expressionist art, works by Pollock are worth the money.
   G. The government should not consider funding public art projects like the Federal Art Project.
   H. Pollock would have developed his "drip" technique even had he not met Guggenheim and Benton.

9. Which excerpt from the passage supports the idea that Pollock had a non-traditional upbringing?

   A. "He grew up in various places throughout the American West, including Arizona and California." (par. 2)
   B. "Pollock was commissioned to produce a massive work for Guggenheim, measuring 8 feet tall by 20 feet long." (par. 5)
   C. "These works did not sell as well as his drip paintings." (par. 7)
   D. "Though Pollock's life was cut short, his paintings and bold artistic integrity live on even today." (par. 8)

The Tutorverse

The Lost City

1 Indiana Jones: fedora[1]-wearing, whip-wielding, satchel-bearing professor, archaeologist, explorer, and treasure-hunter.

The famous fictional character has captured the hearts of millions around the world. Though many have daydreamed about finding long-lost treasures and outsmarting cadres of ill-tempered thugs, few have come close to living out the fictional life of Jones.

3 Yet few is more than none, and Hiram Bingham III is one of those lucky few.

4 Like Jones, Bingham was a dedicated academic. Bingham received degrees from several distinguished institutions. At the University of California, he took one of the first courses on Latin American history offered in the U.S., and he continued this interest in his Ph.D. research at Harvard. He was as prolific a teacher as he was a learner, and went on to hold teaching positions at Harvard, Princeton, and Yale.

5 Over the years, Bingham held many positions that allowed him to further develop his interest in South and Latin America. From 1907-1910, he was a lecturer of South American History and Geography. From 1908-1930, he was a curator of South American History. From 1915-1924, he was professor of Latin American History. Yet Bingham was most famous not for rousing lectures, but for his 1911 expedition to South America. His expedition would result in one of the greatest archaeological rediscoveries of the century: the ruins of Machu Picchu.

6 Bingham's first trip to the Peruvian town of Cuzco, in 1909, left him yearning to see more of what the Incas had built. During that trip, he visited the ruins of Choqquequirau. These ruins were widely believed to be the last capital of the native Inca civilization. However, based on his studies, Bingham believed differently. He believed that the last capital of the Incas still remained to be found. Though not a trained archaeologist, Bingham was determined to prove his theory. He organized another expedition to do so, and embarked on a second adventure in 1911.

7 From Cuzco, Bingham and the rest of the expedition began their exploration. They traveled first to Urubamba, then to Ollantaytambo. On the sixth day after leaving Cuzco, they arrived at a small, isolated plantation called Mandorpampa. According to Bingham's 1913 account of the expedition, the owner of Mandorpampa, Melchor Arteaga, made a living selling "grass and pasturage to passing travelers."

8 Upon meeting Melchor, Bingham inquired as to the location of any nearby ruins. Through his interpreter, Bingham learned that there were indeed ruins very close by. He learned that Melchor would be happy to lead the way there.

9 The rest is, as they say, history.

10 Melchor did indeed lead Bingham to the ruins of Machu Picchu, as well as several other major ruins. After securing financial support from Yale and the National Geographic Society, Bingham would go on to orchestrate several more expeditions to excavate, catalogue, and preserve the now-famous ruins, which feature the royal palaces of some of the last rulers of the Incas.

11 Though Bingham didn't find a long-lost biblical relic or recover any sacred stones from a murderous cult as Jones did in his famous adventures, Bingham and Jones have more in common than most people realize.

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[1] **fedora**: a low, soft felt hat with a curled brim and the crown creased lengthwise

1. Why does the author mention Indiana Jones in paragraphs 1-3?

   A. to highlight the outward appearances of famous archeologists
   B. to emphasize the main focus of the passage, which is Indiana Jones' sense of adventure
   C. to introduce Hiram Bingham III through references to a familiar and engaging character
   D. to compare the achievements of Hiram Bingham III to those of a more famous colleague in the same field of study

2. Which of the following best tells what the passage is about?

   E. Bingham's contributions as an educator
   F. the process of organizing an archaeological expedition
   G. a comparison between Bingham and Jones
   H. the story leading up to a major archaeological discovery

3. Which sentence is the best summary of the events that led to Bingham's famous 1911 expedition?

   A. Before visiting Cuzco, Bingham had done extensive research on the Inca civilization, which helped him find Machu Picchu on his first visit to Peru.
   B. When visiting Cuzco, Bingham saw a city of ruins, which inspired him to return for a more in-depth expedition exploring that ruin.
   C. During his visit to Cuzco, Bingham explored a city of ruins that was thought to be the last Inca city, and his suspicions that it was not led to a second expedition.
   D. After visiting Cuzco, Bingham was inspired to do further research, and his studies led him to organize an expedition to Peru to find the last city of the ancient Inca civilization.

4. The author most likely included the information in paragraph 5 to

   E. highlight Bingham's superior intelligence and academic achievement compared to other expeditioners.
   F. give a chronological overview of Bingham's life, from childhood influences to adult accomplishments.
   G. show that Bingham's interest in Latin American civilizations was an ongoing pa sion.
   H. lis Bingham's impressive credentials, which gave him access to financial resources that were necessary for the expedition.

5. Which conclusion is best supported by the information in paragraphs 7 through 10?

   A. Bingham had known the way to Machu Picchu from his research, prior to reaching Peru.
   B. Bingham was initially unsuccessful in finding the ruins, and needed to make multiple expeditions.
   C. Bingham's expedition would not have been successful without help from locals.
   D. Bingham met many dangerous obstacles on his expedition, and discovered Machu Picchu due to his perseverance.

6. Read this sentence from paragraph 9.

   The rest is, as they say, history.

   What is the most likely reason the author includes this sentence?

   E. to show that Bingham's expedition was the most important discovery in Latin America
   F. to create a playful tone that references the story-telling style of the adventures of Indiana Jones
   G. to emphasize a shift from a formal, fact-based tone to a more narrative style
   H. to highlight how unimportant the events after the initial discovery were

7. Which sentence best describes the author's perspective on Hiram Bingham III's life?

   Hiram Bingham III was fortunate to have had such exciting and fantastical life experiences.

   B. Hiram Bingham III deserved all his academic awards given his accomplishments.

   C. Hiram Bingham III was a thoughtless archeologist who plundered the treasures of an ancient civilization.

   D. Hiram Bingham III's discovery was a reward for his kindness to the local people.

8. Which statement best supports the idea that Bingham had much in common with Indiana Jones?

   E. "Though many have daydreamed about finding long-lost treasures and outsmarting cadres of ill-tempered thugs, few have come close to living out the fictional life of Jones." (par. 2)

   F. "Like Jones, Bingham was a dedicated academic. Bingham received degrees from several distinguished institutions." (par. 4)

   G. "Through his interpreter, Bingham learned that there were indeed ruins very close by. He learned that Melchor would be happy to lead the way there." (par. 8)

   H. "…Bingham didn't find a long-lost biblical relic or recover any sacred stones from a murderous cult, as Jones did in his famous adventures…" (par. 11)

A Labor of Love

It hasn't always been easy to be a scientist. Though today's scientists are often held in high esteem, this wasn't always the case. In the not-too-distant past, many scientists were persecuted for their theories. These scientists were ridiculed or worse for making conclusions that were unpopular with the rest of society.

Take, for example, the work of Gregor Mendel. Today, Mendel is hailed as the father of genetics. He studied the characteristics of pea plants - their height, shape, color, and other physical traits. In doing so, Mendel realized that if plants with certain features were bred together, the next generation of pea plant would display certain qualities. Over time, he realized there was something at work that controlled these characteristics of pea plants. Though he did not know precisely what those forces were, he knew that some forces were recessive and others dominant. Today, we know those forces as genes. We use the term "genes" without giving it much thought. But it was until many years after his discovery - and, unfortunately, after his death - that the significance of Mendel's work was fully appreciated. In fact, his findings were initially rejected by his peers.

Mere rejection, however unfortunate, pales in comparison to persecution at the hands of the Inqustiion. In 1615, Galileo Galilei's theories on heliocentrism[1] were submitted ot the Roman Inqusiiton by Father Niccolo Lorini. Galileo believed that the bodies in the solar system revolved around the sun, not the earth. Catholic Chruch's Council of Trent. This was, unfortunately for Galielo, not his first run-in with the Chruch. Just years prior, he had needed to answer to the Grand Duchess of Florence for unrelated scientific claims. Galileo was ordered by the Inquestion to cease his work on heliocentrism.

Galileo obeyed - at least superficially. He began writing a book, which he submitted formally to the Inquestion and Pope for approval. Permission for Galielo to publish the book was granted, and the book

[1] heliocentrism: the idea that the sun is center of the solar system

Diagloue Concerning the Two Chief World Systems wes published in 1632. Despite the permission obtained from the Church, Galileo was summoned before inquisitor Vincenzo Maculani and charged with heresy for publishing the book. The Church formally condemned him for his ideas in 1633. In addition, the Church banned his book and included it in the infamous *Index of Forbidden Books*.

Ultimately, Galileo avoided a far more horrible fate than many of his contemporries. He was sentenced to house arrest for the rest of his life. Still, Galileo was able to work. While under arrest, Galileo completed Two New Sciences - his seminal work.

Galileo did not live to see his work truly appreciated; he died in 1642 in his villa. It took over 200 years — until 1835 - for the Church to remove his 1632 book from the *Index of Forbidden Books*. It was not until 1992 - almost 160 yeers efter his 1632 book wes officially unbanned — that the Church finally agreed with Galielo's theories and admitted that Galileo had been wrongfully condemned.

1. Which statement best describes the central idea of the passage?

   A. Galileo's scientific work on the earth's position in the solar system drew heavy persecution from leaders of the Roman Inquisition.
   B. In the history of scientific discovery, scientists have been repeatedly punished. and some have died defending their beliefs.
   C. Throughout history, the early findings of scientists have often been rejected, only to be discovered true many years later.
   D. Scientists face many challenges, particularly when technology cannot keep up with the demands of their experiments.

2. Read this sentence from paragraph 2.

   Today, Mendel is hailed as the father of genetics.

   How does this sentence fit into the overall structure of the paragraph?

   E. It poses a contrast to the reaction that Mendel received from his peers during his lifetime.
   F. It illustrates a modern solution to the problem that Mendel was trying to solve during his lifetime.
   G. It details an example of Mendel's career success when he was still alive.
   H. It confirms how Mendel was viewed by scientists from his time.

3. The Inquisition found Galileo's work problematic because

   A. they had a grudge against him because he followed a different faith.
   B. they saw his work as a rethinking of their religious beliefs.
   C. they required him to seek approval from the Church before publishing his work, and he did not.
   D. they did not think that his findings were supported enough by provable information.

4. What is the most likely reason the author uses the word "persecution" in paragraph 3?

   E. to show that it was once very difficult for scientists, like Galileo, to spread their ideas
   F. to emphasize the severity of the negative treatment that scientists like Galileo had faced
   G. to argue that Mendel had received worse treatment than Galileo for the publication of his works
   H. to prove that the Inquisition was justified in its treatment of scientists such as Galileo

5. In paragraph 4, the phrase "at least superficially" is used to highlight how

   A. Galileo continued to follow his scientific interests despite appearing to follow the demands of the Church.
   B. Galile verbally accepted the commands of the Inquisition, but internally fumed at their restrictions.
   Galileo's personal faith was insincere in nature, and his true passion lay in scientific inquiry.
   D. Galileo's scientific work was shallow in nature, and he needed to delve deeper to make true progress.

6. Which excerpt from the passage best conveys the author's perspective regarding the Inquisition's actions towards Galileo?

   E. "Just years prior, he had needed to answer to the Grand Duchess of Florence for unrelated scientific claims. Galileo was ordered by the Inquisition to cease his work on heliocentrism." (par. 3)
   F. "The Church formally condemned him for his ideas in 1633. In addition, the Church banned his book and included it in the infamous Index of Forbidden Books." (par. 4)
   G. "Ultimately, Galileo avoided a far more horrible fate than many of his contemporaries. He was sentenced to house arrest for the rest of his life. Still, Galileo was able to work." (par. 5)
   H. "It was not until 1992 – almost 160 years after his 1632 book was officially unbanned – that the Church finally agreed with Galileo's theories and admitted that Galileo had been wrongfully condemned." (par. 6)

7. With which statement would the author of the passage most likely agree?

   A. Mendel and Galileo worked in very similar fields of scientific study.
   B. Mendel and Galileo were treated in equally negative ways by their contemporaries.
   C. Mendel and Galileo represent examples in which scientists were historically underappreciated.
   D. Mendel and Galileo were both renowned for their work during their lifetimes.

8. Paragraph 6 contributes to the central idea of the passage by

   E. reinforcing the satisfaction that scientists felt about their own work, despite a lack of recognition.
   F. emphasizing how badly scientists were treated during their lifetimes for their most important works.
   G. highlighting how many popular and influential titles were once on banned books lists.
   H. conveying how people changed their minds about the value of scientific works over time.

Cellular Solutions

Big Punch, Tiny Package

1 Stem cells are unspecialized cells that are capable of undergoing cellular division to replicate themselves. In addition, stem cells can sometimes transform from unspecialized cells into specialized cells like mu cle or nerve cells. Because of these two characteristics, stem cells have many practical applications. This has encouraged scientists to study stem cells for their potential medicinal benefits.

Leaps and Bounds

2 Before scientists could use stem cells in medicine, however, they first had to learn figure out a way to find or create them. For years, this remained an elusive goal. Finally, in 1981, scientists made a breakthrough when they discovered how to isolate embryonic stem cells from mouse embryos[1]. Once scientists unlocked the ability to isolate embryonic stem cells from small mammals, it didn't take them long to figure out how to do so in humans. In 1998, scientists reached this milestone. Though this was a big advance in science, many believed that harvesting stem cells from embryos was immortal.

3 Though scientists were finally able to work with human stem cells, progress was slow, and opposition fierce. It wasn't until 2006 that scientists made another discovery – one that would solve the twin issues of stem cell supply and morality. Scientists learned that under special circumstances, certain specialized adult cells could be "reprogrammed" to become like embryonic stem cells. With a steady supply of stem cells scientists could finally focus on the next phase of research: finding ways to use stem cells to heal.

A Silver Bullet?

4 Over the years, research has shown that one of the most significant medical benefits of stem cells is their ability to repair damaged cells. Many cells in the human body replenish themselves over time. However, some cells, like the nerve cells that make up the brain, do not; when these cells are lost to injury, disease, or age, they don't come back. A recent discovery suggests that it may be possible for stem cells to replace previously irreplaceable cells, like those found in the brain. Scientists believe that stem cells can play a significant role in curing certain diseases caused by the loss of cells. Perhaps one day a person suffering from Alzheimer's disease will again be able to recognize her son. Perhaps one day someone paralyzed from a spinal cord injury will again be able to walk on his own.

5 Stem cell research continues to advance both our understanding of cellular replication and our ability to treat devastating medical conditions. With all that has already been discovered in just a few short decades, the possibilities seem limitless. If we continue to invest in stem cell research, who knows what the future will hold?

[1] **embryo**: an unborn or unhatched offspring in the process of developing

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1. Which of the following choices best describes the central idea of the passage?

A. Stem cell research is a divisive issue that has not been resolved.
B. Stem cell research may result in many scientific and medical benefits.
C. Stem cell research takes a long time to perform and costs a lot of money.
D. There exist many diseases and medical conditions which researchers do not understand.

The Tutorverse

2. Read this sentence from paragraph 1.

> **Because of these two characteristics, stem cells have many practical applications.**

The "applications" mentioned refer to

E. complicated paperwork.
F. beneficial uses.
G. scientific facts.
H. medical questions.

3. According to the passage, cells in the brain

A. are easily damaged but easily regrown.
B. do not naturally grow back when damaged.
C. are similar to most other cells in other parts of the body.
D. can be "reprogrammed" to become like embryonic stem cells.

4. All of the following are supported by the passage **except** for which statement?

E. Stem cells can become like other cells.
F. Stem cells are medically useful.
G. Stem cells require a great deal of study.
H. Stem cells are guaranteed to cure all medical conditions.

5. According to the passage, in what year did scientists first begin to work with human stem cells?

A. 1981
B. 1989
C. 1998
D. 2006

6. The embryos mentioned in paragraph 2 most likely contain

E. only unspecialized cells.
F. a mix of cells that cannot regenerate.
G. a mix of unspecialized and specialized cells.
H. a mix of cells that cannot undergo cellular division.

That's Not Music!

1 What is music? Why is it that we think of some sounds as "music" but consider others to be just noise?

Music theory is an area of study that focuses on understanding how different qualities of sound make what we call music. One of the most important things in music is called melody. "The true goal of music," Johann Kirnberger, a student of the German composer Johann Bach, said in 1771, "is melody."

3 The dictionary definition of the word "melody" (a sequence of single notes or sounds that is musically pleasing) is not very useful in helping us understand what makes a melody good. Just what is it about a specific melody that leaves us humming it for days on end? After all, few would agree that just *any* random series of notes will *always* be musically pleasing.

4 As it turns out, what makes a sequence of notes or sounds musically satisfying is the pitch (the highness or lowness of a sound), rhythm, tempo (musical speed), duration, and tonal color (the mood or feeling of a melody) of those notes. To qualify as a melody, all of these elements must be tied together in such a way that the sounds make the listener have a positive reaction.

5 People's reactions to a certain order of notes can differ greatly. The same melody can inspire different feelings and emotions in different people. This is due primarily to differences in the way people's brains process the sounds they hear. Because of these differences, one sequence of notes can be musically satisfying to a listener, while that same sequence of notes can sound discordant to someone else.

6 Often, however, what we find appealing in music is also a matter of what we are used to. Genres and styles of music change over time, and what is popular to one generation may be unappealing to another. Take for instance, what kind of music your grandparents listen to. To you, music of their era may sound boring. To them, the pop that you enjoy may seem like mere noise. This lack of agreement on what makes good music is partly the result of generational differences in style – 1950s doo-wop and jazz can sound quite different from songs by Drake and Taylor Swift. But this disagreement is also in part due to how often you list n to the same songs, and what you've become accustomed to. According to one theory, the more exposure one has to a particular stimulus (like sound), the more positively one will feel about it. Repeatedly playing a song can, in that sense, alter a person's response to a particular melody or musical style. Simply playing a song on the radio over and over again can cause an entire generation to like a song! As a result, th short-term popularity of a song may not be the best way to judge the quality of its melody.

7 Despite these subjective differences, there are some songs that seem universally beloved. Underneath the superficial differences of genre, instrumentation, and recording technologies, most popular tunes actually share certain characteristics. Many of these most memorable melodies – many of which have also stood the test of time – tend to build up to a climactic point, which generally (but not always) contains the melody's highest pitch and strongest rhythm. The catchiest and most long-lived melodies often utilize repetition to reinforce the overall structure and theme of the piece. Such melodies often contain repeating rhythms, beats, or progressions of notes. From the repetition and emotional crescendo of the still-popular *Für Elise* to the iconic opening refrain and chorus of Michael Jackson's *Thriller,* musicians have been making their mark with unforgettable melodies for hundreds of years.

8 Ask the average person why he or she likes a particular song and one will often be told simply that "the song is catchy," or that it gets easily "stuck in the head." What this shows us is that an appealing melody is extremely important to a song – so much so that people often forgive a song for other offenses (like, for example, bad lyrics) as long as the song has a good melody.

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1. The author includes questions in the first paragraph most likely to

- **A.** suggest that music is pleasing for unknown reasons.
- **B.** challenge preconceived notions about music and sound.
- **C.** introduce personal experiences with music.
- **D.** state a problem that has no solution.

2. Which of the following choices best tells what the passage is about?

- **E.** the stylistic changes of music through multiple generations
- **F.** the process of creating music and the way it evolved through music history
- **G.** an explanation of how and why a melody is important to music
- **H.** a comparison of one element of music with others

3. Read this sentence from parag aph 2.

> **"The true goal of music," Johann Kirnberger, a student of the German composer Johann Bach, said in 1771, "is melody."**

What is the most likely reason the author included this quote?

- **A.** to support the claim that melody is the most important musical element
- **B.** to describe a specific branch of musical theory
- **C.** to compare the differences between two famous composers' opinions about music
- **D.** to show that only professional composers place a great emphasis on melodies

similarly famous, appearing in movies, television shows, and literature. Conceived by German immigrant John Roebling, the Brooklyn Bridge opened in 1883 over the East River. As the world's first steel-wire suspension bridge, it was a true feat of engineering. It's gorgeous gothic revival style also led it to become a beloved part of the New York City skyline.

Though it was not a swift or straightforward journey, the design of bridges has come a long way. Our early ancestors would be astonished if they could see what scientists and engineers have accomplished today.

Bridge	Year Built	Length (in feet)
Arkadiko Bridge	c. 1300-1190 BC	72
Caravan Bridge	850 BC	28
Maria Pia Bridge	1877	1158
Brooklyn Bridge	1883	5989
Golden Gate Bridge	1937	8981

1. Which statement best describes the central idea of the passage?

   A. Bridges are made of many different types of building materials, and come in diverse forms.
   B. Bridges have become more complex and ambitious with the progression of human technology.
   C. Bridges are designed differently in response to the specific geographical obstacles that they are meant to span.
   D. Civil engineers must consider many factors, including loads, climate and traffic, when designing bridges.

2. Why did people transition into building suspension bridges?

   E. They were more beautiful visually than arch bridges.
   F. They are the most challenging bridges to design and build.
   G. They are longer lasting than arch bridges, which tend to crumble over time.
   H. They allowed for greater weight and distance than arch and beam bridges.

3. Read this sentence from paragraph 2.

   Nature made the first bridges, when aged trees fell and lay across a stream; early humans refined this idea by making bridges out of simple logs or planks.

   How does this sentence fit into the overall structure of the passage?

   A. It describes the recent history of bridges, in a sequential overview of bridge designs.
   B. It shows Nature's place amongst the historical innovators of bridge design.
   C. It emphasizes the sturdiness of wood as an example of high-quality bridge materials.
   D. It reveals the simplicity of early bridges in contrast to the complexity of modern bridge designs mentioned later in the passage.

4. Which statement best describes the role of paragraph 3 in the overall structure of the passage?

   E. It summarizes the information found in paragraphs 1-2.
   F. It offers a counterargument to the main points of paragraph 4-5.
   G. It mentions topics that are further explained in paragraphs 7-8
   H. It introduces the central idea of the entire passage.

The Tutorverse

5. Which sentence best supports the idea that scientific discoveries were essential to innovation in designing bridges?

   A. "These bridges help make small obstacles and short distances, like streams or brooks, easier and safer to cross." (par. 2)
   B. "The forces of tension, compression, torsion, and shear all play a critical role in determining whether a bridge will stand or fall." (par. 4)
   C. "Indeed, some of the earliest arch bridges built in ancient Greece – like the Arkadiko Bridge – are still in use today." (par. 5)
   D. "It's gorgeous gothic revival style also led it to become a beloved part of the New York City skyline." (par. 7)

6. Paragraph 6 contributes to the development of the central idea of the passage by

   E. revealing the inspiration behind the world's first bridges.
   F. detailing several examples of famous engineers and bridges throughout human history.
   G. emphasizing how difficult engineering has been in the quest for better bridge designs.
   H. demonstrating how bridges have ultimately failed due to natural disasters.

7. In paragraph 7, the word "feat" is used to highlight

   A. how difficult it is to travel across the full distance of many modern bridges.
   B. how complex the engineering process was in creating a modern bridge.
   C. how big hybrid cable suspension bridges and steel-wire suspension bridges can be.
   D. how heroic people were when the Quebec Bridge collapsed.

8. The table contributes to the development of the topic of the passage mainly by

   E. showing that there are many different types of bridges all over the world.
   F. emphasizing that Quebec Bridge is the longest bridge of its kind in the world.
   G. demonstrating how bridges became longer as technology improved over time.
   H. revealing how some of the oldest bridges were not technologically sound.

Pop, Pop!

1 It used to be that one needed to consult the music industry sales charts to grasp the magnitude of pop music's appeal. *Thriller*, by the "King of Pop" Michael Jackson, was one of the most commercially successful albums of its time – as evidenced by how it spent over two years on Billboard's charts[1] and occupied the number one spot for over 35 weeks. According to the Recording Industry Association of America, Epic Records, and Legacy Records, *Thriller* has sold over 100 million copies worldwide. Other pop albums that have sold at least 40 million copies or more worldwide include Pink Floyd's *The Dark Side of the Moon*, Whitney Houston's *The Bodyguard*, and Shania Twain's *Come on Over*. The diversity of musical styles reflected in these albums shows just how all-encompassing the pop genre once was. In fact, the word "pop" simply means popular. It is a category based purely on popularity. Historically, it has drawn inspiration from many musical styles.

2 But what, exactly, made these songs so popular?

[1] Billboard's charts: the magazine *Billboard*'s record of the popular songs during a period of time

3 Over the decades, a handful of songwriters have discovered the answer – and profited. As the rise of technology created new modes of production, these songwriters have distilled the key components of popular music down to a basic formula. Pop songs are no longer mostly written by their performers. A handful of writers are responsible for the lion's share of pop hits. Karl Martin Sandberg, Mikkel Eriksen, and Lukasz Gottwald are responsible for some of the most popular songs of recent years – songs performed by famous boybands and pop divas alike. This cabal of songwriters, guided by a keen ear and enabled by technology, has created music's version of the Golden Goose – one that lays multi-platinum colored, sonic eggs. Popular songs are carefully dissected to determine exactly what qualities make them so appealing. Everything from the chords to structure to choruses, beats, and hooks are carefully mapped out and often replicated. Indeed, careful listening will show that many pop songs share beats so similar that they are virtually identical.

4 This musical evolution is also due, in part, to how listener tastes have changed in this new internet age. Gone are the days when music listeners had to patiently wait for the record needle to move to the next vinyl groove to hear their favorite song. Our digital world has made it easier for people to simply click, swipe, or fast-forward their way to what they want to hear, and share or delete entire albums in seconds. It has created shorter attention spans for music enthusiasts across the globe. In the past, a pop song would only need one musical hook – that part of a song that is so catchy that they get stuck in people's heads – but today, a song typically has multiple hooks to ensure that a listener will not immediately find a different song to play.

5 Despite the stiff competition, those that manage to harness the power of pop can now reach new heights of success. Forget Billboard charts – today we need look no further than social media and online media outlets to determine the popularity of a singer or their songs. As of March 2016, pop stars Katy Perry, Justin Bieber, and Taylor Swift occupied the top three slots on the social network Twitter, with 84.1 million, 76.8 million, and 72.5 million followers, respectively. By comparison, then-president Barack Obama commanded only 70.9 million followers. The most viewed videos of all time on video-sharing website YouTube? As of March 2016, the top ten featured pop stars. Psy, a Korean pop star, appears in the number one slot with 2.5 billion views. Together, all ten videos account for just shy of 15 billion views.

6 Pop stars have leveraged their influence and following to create corporate partnerships, and directly sell products to their customers. From iTunes downloads to online t-shirt sales, pop musicians have developed new sources of revenue. Like many superstars, Rihanna has launched her own perfume and cosmetic companies. Between 2015 and 2016 alone, she earned $75 million – and not all of it from music sales. Similarly, Taylor Swift, who also has her own perfume line and active online store, earned $44 million in 2016. Compare this to Michael Jackson's earnings in 1982 (the year of *Thriller*'s release), including an adjustment for inflation: $15 million.

7 Clearly, the masters of the pop universe have found something that people like. With millions of dollars on the line, why fix, as the saying goes, what isn't broken? After all, 15 billion views can't be wrong –right?

Top 5 Best-Selling Artists on 2018 Billboard Charts

Billboard Ranking	**Name**	**Latest Album**	**Instagram Following** (as of January 31st, 2019)
1	Drake	Scorpion	53,400,000
2	Post Malone	Stoney	14,900,000
3	Ed Sheeran		27,200,000
4	Taylor Swift	Reputation	114,000,000
5	Cardi B	Invasion of Privacy	40,600,000

Source. Billboard.com & Instagram

1. What is the most likely reason the author refers to Michael Jackson's album *Thriller* in paragraph 1?

   A. to establish the musical style of what makes a song "pop"
   B. to give an example of how musicians in the past measured success subjectively
   C. to cite an album that exemplifies success in the era of social media
   D. to establish the author's credibility as an expert on major pop music figures

2. Read this excerpt from paragraph 1.

   The diversity of musical styles reflected in these albums shows just how all-encompassing the pop genre once was. In fact, the word "pop" simply means popular… Historically, it has drawn inspiration from many musical styles.

   This excerpt supports the development of the central idea of the passage by

   E. introducing the "pop" genre and how it was created in the past.
   F. defining the musical elements that make a song qualify as a "pop" song.
   G. highlighting the biggest artists that have shaped pop music.
   H. emphasizing the author's preference for popular music over other genres.

3. What role does paragraph 2 play in the overall structure of the passage?

   A. It reinforces the author's confusion about the phenomenon of music popularity.
   B. It questions whether the direction pop music evolution has taken is truly a good one.
   C. It summarizes the main claim of the passage, that popular music has always had a significant impact on society.
   D. It demonstrates a shift from discussing the history of popular music to the change in its musical qualities.

4. How did the measures of success for pop music change from the past to modern day?

   E. In the past, pop musicians were successful if their albums sold well; now they are judged by the number of awards they win.
   F. In the past, pop musicians were recognized for their success by official industry statistics, while modern da uccess is more determined by social media following.
   G. The success of pop musicians was once determined by mass appeal, and is now determined by individual music professionals.
   H. The success of pop musicians has always been dependent on radio play, both in the past and now.

5. According to the passage, pop songs today include more than one musical hook because

   A. the more hooks there are, the more likely a listener will keep listening to a particular song.
   B. followers on Twitter requested more musical hooks from their favorite pop stars.
   C. *Thriller* was famous for its multiple musical hooks, which is emulated by most songs.
   D. songs with multiple musical hooks are easier and quicker to write.

6. Read this sentence from paragraph 3.

   As the rise of technology created new modes of production, these songwriters have distilled the key components of popular music down to a basic formula.

   The author uses the word "formula" to convey how

   E. brilliant and scientific these songwriters were.
   F. foolish audiences are for demanding low-quality music.
   G. repetitive and unoriginal pop music has become.
   H. similar composing is to mathematical proofs.

7. In paragraph 5, what is the most likely reason the author refers to "then-president Barack Obama"?

   A. to show how even national leaders were held in the sway of pop musicians and their online presence
   B. to highlight the decline of political interest and activism in recent years
   C. to emphasize the extent of influence that pop musicians now have through online followings
   D. to compare the political impact that pop musicians have relative to political leaders

   The table contributes to the development of the ideas in paragraph 5 by

   E. revealing the discrepancy between Billboards chart rankings and social media influence of modern pop musicians.
   F. emphasizing how the top 10 best-selling musicians also have the greatest social media following.
   G. providing a comparison between the social media influence of pop musicians and notable politicians.
   H. suggesting that technology has also changed the language that pop artists use to title their albums.

9. How does paragraph 6 support the development of the central idea?

   A. It highlights the artistic decline of pop music as a result of increasing profits.
   B. It shows another aspect of the pop music industry that changed as a result of technology.
   C. It emphasizes the cultural and political impact of pop stars on social media.
   D. It reveals how modern pop stars are multi-talented and business savvy.

10. The author includes a series of questions at the end of the last paragraph most likely to

    E. encourage further study of pop music history.
    F. suggest uncertainty about the wisdom of the current direction of pop music.
    G. reflect a personal curiosity about how pop music will continue to evolve.
    H. emphasize that the phenomenon of popular music has not yet been fully explained.

The Legacy of Impressionism

1 People have expressed themselves through music for thousands of years. These forms and styles of music were as varied as the cultures that produced them. Even within a given culture, music changed from one time period to another.

2 As in other cultural traditions, the Western classical music tradition in Europe evolved over time. It can, consequently, be divided into many different styles or eras. For example, the Renaissance era of music blossomed between the 1400s and 1600s. It focused on humanist themes, such as love and romance. The Renaissance era of music was a contrast to the Medieval era of music, which focused on religious themes, such as prayer and sacrifice.

3 The Impressionist era emerged in the late 1800s. The main objective of the Impressionist era was to paint emotional pictures through unique musical arrangements. Impressionist musicians accomplished this by manipulating timbre. Timbre is often described as the "color of a sound." It is the quality of a sound that distinguishes one source from another. Timbre is what makes a middle C note sound different on a piano than on a guitar. It helps stimulate the visual senses of the audience.

4 Impressionist composers relied heavily on the use of timbre within their orchestras. Made up of many different instruments, orchestras allowed for a diversity of sounds. Composers like Claude Debussy and Maurice Ravel experimented with new orchestral chord combinations. They wanted to paint unique pictures for their audiences. The emotional result was much like an Impressionist painting – the calm evoked by light dancing on still waters; the tranquility of sunlight filtering through treetops.

The popularity of Impressionism waxed and waned in later decades. Nevertheless, Impressionism still managed to have a lasting impact on the history of modern music. Some music critics even argue that the Impressionist style helped sparked the advent of American jazz. They are able to find Impressionist sounds reverberating subtly in the vibrant compositions of early jazz musicians. These critics argue that jazz pianists, such as Bill Evans, borrowed from the colorful genius of D bussy and Ravel. According to this school of thought, Impressionism simply found a new, manic form i the 1920 jazz joints of ew Orleans and Harlem.

6 Other music historians link the Impressionist tradition to the revolutionary sounds of rock and roll in the 1960s. They claim that, without Impressionism, rock and roll guitarists and organists would have never had the opportunity to experiment with their complex musical arrangements. Impressionism, according to this school of thought, was an example of how rejecting prior tradition could lead to innovation. Prior to the Impressionist era, music remained relatively structured and cerebral. Some even describe pre-Impressionist music as colorless or stoic. Impressionism allowed musicians to freely experiment with the relationships that exist between sounds, colors, and feelings, and opened the gates to new sound.

7 Impressionist concepts have affected other artistic fields as well. Due to shared creative goals, different disciplines began to innovate, blend, and collaborate. Paintings began invoking auditory senses, much like musical compositions. Novelists and poets began composing literary works that stimulate all human sen es. Beyond jazz and other experimental musical forms, Impressionism helped birth a multitude of modern artistic movements. Impressionism helped create an entirely new paradigm – or historical framework – for music, art, and literature. As a historical force, it was so powerful that its beauty inevitably bled into other artistic disciplines.

8 The wide-reaching effects of the Impressionist era should not be understated. To an average listener, Impressionism may sound similar to other forms of classical music. But to informed listeners, the Impressionist musical tradition has a distinctive sound. This unique sound has not only had a lasting impact on music, but also on history at large.

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1. Which statement best describes the central idea of the passage?

- **A.** "People have expressed themselves through music for thousands of years." (par. 1)
- **B.** "Impressionist composers relied heavily on the use of timbre within their orchestras." (par. 4)
- **C.** "Other music historians link the Impressionist tradition to the revolutionary sounds of rock and roll in the 1960s." (par. 6)
- **D.** "The wide-reaching effects of the Impressionist era should not be understated." (par. 8)

2. Which statement would the author of the excerpt most likely agree with?

- **E.** Other creative forms, such as visual art and literature, have much to learn from all genres of music.
- **F.** Music and other creative forms are more powerful when they collaborate and interact with each other.
- **G.** Music and other creative forms should be held strictly separate, and focus on improving within their own disciplines.
- **H.** Music is a superior art form to all other creative disciplines.

3. Read this sentence from paragraph 4.

They wanted to paint unique pictures for their audiences.

Which excerpt best reflects the idea implied in this sentence?

A. "Made up of many different instruments, orchestras allowed for a diversity of sounds." (par. 4)
B. "The popularity of Impressionism waxed and waned in later decades." (par. 5)
C. "Nevertheless, Impressionism still managed to have a lasting impact on the history of modern music." (par. 5)
D. "Impressionism allowed musicians to freely experiment with the relationships that exist between sounds, colors, and feelings, and opened the gates to new sound." (par. 6)

4. Read this excerpt from paragraph 3.

Timbre is often described as the "color of a sound." It is the quality of a sound that distinguishes one source from another. Timbre is what makes a middle C note sound different on a piano than on a guitar. It helps stimulate the visual senses of the audience.

What statement best describes how the excerpt fits into the overall structure of the paragraph?

E. It indicates the shift in Impressionist composers' perspectives to the instruments rather than performers.
F. It emphasizes the subtle continuity between Impressionist and Renaissance musical styles.
G. It introduces the popular use of painters and sculptors in the composition process.
H. It provides an example of a technique used by Impressionist musicians to achieve their goals.

5. What does the figurative language in paragraph 4 emphasize?

A. the calm emotional tone of Impressionist musicians when they perform
B. the poetic colors and images that inspired the titles of Impressionist compositions
C. the heavy impact that visual beauty had on composing Impressionist music
D. the gorgeous settings in which Ravel and Debussy did their best work

6. What is the most likely reason that the author uses the word "manipulating" in paragraph 3?

E. to show how sly and manipulative the composers of Impressionist music could be in order to accomplish their goals
F. to emphasize the complexity of the choices that Impressionist composers made about timbre
G. to demonstrate the simplicity and power of the use of timbre in Impressionist compositions
H. to prove that Impressionist composers did not have a good technical grasp of using timbre

7. How does the relationship between paragraphs 5 and 6 contribute to the structure of the overall passage?

A. They contrast the aesthetic and cultural differences between Impressionist music in America versus Europe.
B. They show the effects of the Impressionist era on the development of later musical styles and genres.
C. They provide examples of famous composers of Impressionist music, and how their most famous works demonstrate the central concepts of the era.
D. They introduce a transition to the idea that Impressionist concepts affected other kinds of art.

8. Read this sentence from paragraph 7.

> **As a historical force, it was so powerful that its beauty inevitably bled into other artistic disciplines.**

What role does this sentence play in the structure of the paragraph?

E. It signals the shift from the isolation that characterized Impressionist music to how it began to influence other disciplines.
F. It provides an example of how the qualities of Impressionism affected people working in other creative fields.
G. It highlights the ways in which Impressionism drew inspiration from many other artistic disciplines.
H. It reinforces the idea that Impressionism's historical impact went beyond the field of music.

A Different Lens

1 The plots of many science-fiction novels are often set in far-away lands and alien environments. Despite this, the themes discussed in science-fiction literature are usually relevant to the everyday. Science-fiction authors often dare to explore the unknown. They challenge preconceived notions and often test traditional values in exotic settings. In doing so, they tell us more about ourselves.

2 There are many science-fiction authors, but perhaps none are more famous than the "Big Three." These three authors – Robert Heinlein, Isaac Asimov, and Arthur Clarke – have written some of the most influential science-fiction novels in history. Many of the works created by these authors are paragons of the science-fiction style and perfectly embody science-fiction themes.

3 Asimov focused on themes of human society and the human condition. His 1941 short story "Nightfall" concerns a planet named Lagath, which is bathed in constant illumination by six suns. In "Nightfall" Lagath is soon threatened by the coming of darkness, a result of an eclipse of one of its suns. Asimov uses this setting to address pressing social and cultural issues. He focuses on chaos and turmoil brought about by society's reaction to a cataclysmic event.

4 Heinlein's 1961 novel *Stranger in a Strange Land* is considered to be one of the most popular works of science-fiction ever written. On the surface, the story considers the effects that space travel would have on humans. However, there is much more to the novel than just space travel. Threading throughout the novel are themes touching on such topics as religion, government, and the idea of cultural diversity. All the while, Heinlein weaves a tale of a Martian come to Earth and explores the meaning of being human.

5 Clarke is most widely known for the 1968 novel *2001: A Space Odyssey*. This novel has often been described as eerily prophetic. In his work, Clarke touches on a wide range of themes. Most notably, however, he explores technology and how it has many potentially negative effects on humanity. Clarke points out the dangers of poorly-understood technology run amok.

6 Though many of the Big Three's works were written decades ago, their work remains influential even today. We can see the influence of science-fiction literature in popular culture. Some of the most successful and well-liked films today, such as *The Matrix* and *Gravity*, are of the science-fiction genre. There is something about science-fiction that captures our imaginations and speaks to us.

1. The main idea of paragraph 1 is that science-fiction

   A. is both challenging to write and to read.
   B. appeals to readers because of the exotic settings.
   C. is the most relevant genre to everyday audiences.
   D. uses imagination to reveal more about what it means to be human.

2. Which of the following choices best describes what the passage is about?

   E. why Isaac Asimov addresses pressing social and cultural issues
   F. why Robert Heinlein wrote the most popular work of science fiction
   G. describing examples of different science-fiction themes
   H. describing the plots of famous science-fiction novels

3. Why was the planet Lagath unaccustomed to darkness?

   A. The light of six suns kept it constantly bright.
   B. Technology had gotten out of control.
   C. A cataclysmic event caused a sun to eclipse.
   D. The inhabitants of Lagath used light to power its buildings.

4. The "Big Three" mentioned in paragraph 6 refers to

   E. publications.
   F. authors.
   G. themes.
   H. genres.

5. Read these sentences from paragraph 5.

   Clarke is most widely known for the 1968 novel *2001: A Space Odyssey*. This novel has often been described as eerily prophetic.

   Which of the following is implied by these sentences?

   A. Before 1968, technology was more beneficial to people than harmful.
   B. Without technology, people would be much safer.
   C. Since 1968, technology has proven to have some negative effects on people.
   D. Technological innovation is important to people.

6. What was most probably true of the Martian who comes to Earth, as described in the paragraph 4?

   E. The Martian lacked a thorough understanding of human culture.
   F. The Martian was a powerful representative from Mars.
   G. The Martian was eager to return to Lagath.
   H. The Martian provided humans with a great deal of new technology.

7. Which of the following best summarizes paragraph 6?

   A. Science-fiction movies sell the most tickets.
   B. *The Matrix* was inspired by the novel *Stranger in a Strange Land.*
   C. Science-fiction authors often dare to explore the unknown.
   D. Science-fiction remains highly relevant and is widely enjoyed.

Paved with Good Intentions

A New Kind of Tourist

1 Who hasn't looked at a friend's travel photos and sighed in envy? But these images of adventures in exotic, far-off places often come with invisible, sinister consequences: the damage that tourism inflicts on native wildlife. Zoom out of that snapshot of cute monkeys dangling from overhead trees, and you'll see wild

monkeys eating human garbage. Endangered turtles are interrupted in their migrations by selfie-taking tourists. Rather than helping endangered species, profits from tourism goes into the pockets of travel agencies and purveyors.

2 In response to this damage, the tourism industry has developed a new offering: ecotourism. The idea is to visit nature to support, not damage, conservation. To make the trip fully guilt-free, the profits go towards preserving local ecosystems. Yet, the destinations are still exotic, featuring places like Costa Rica, Kenya, and the Amazon Rainforest. The United Nations Food and Agriculture Organization declares that ecotourism is nature-based and sustainable.

3 Sounds great, doesn't it?

4 The sad reality is that while ecotourism may seem like a noble pursuit, its practice does not always align with theory. Tourist flights contribute to air traffic and global climate change. Profits become the main priority, not ecological conservation. The result is that these exotic habitats are still suffering, despite many people choosing to be ethical "ecotourists."

Illusion of Safety

5 Ecotourism attempts to protect biodiversity[1], but often causes unintentional harm. Daniel Blumstein, chair of ecology and evolutionary biology at the University of California, Los Angeles, says that ecotourists are unaware of the consequences of their actions. People cannot go into an area and have no impact. Even hiking into an area has an impact on an ecosystem, though it does far less damage than other forms of recreation. Hikers often leave litter behind that, in the best scenario, takes time to decompose. In the worst scenario, travelers can leave behind plastic snack wrappers and water bottles that will virtually never disappear.

6 Another unintended effect is the domestication of wildlife. Animals become more accustomed to seeing humans after repeated exposure. In some cases, the latter can grow dependent on the former. One example of this can be found in the elk that roam Grand Teton National Park. Scientists have found that the elk move in less alert postures because they feel safe around humans. This has made the elk more vulnerable to predators. As a result, the ecosystem's food chain has been disrupted. Another tragic example is the famous African lion, Cecil. As a tourist attraction, Cecil was used to being photographed in his home in the Hwange National Park. A hunter was able to lure him out of his environment and kill him because he trusted humans.

7 Human visitors also impact wild animals in more direct ways. Many tourists are worried about the risks of catching diseases from wildlife, like malaria and yellow fever. Anthropologist Michael Muehlenbein of Baylor University instead asks: how does exposure to human diseases from tourists affect the health of animals? Many diseases can jump from species to species. The odds are worse yet for primates, genetic relatives of humans, since they are susceptible to the same kinds of illnesses as people.

Behind the Buzzwords

8 Since the early 1990s, Costa Rica has been considered the poster child of ecotourism. However, it is also an example of ecotourism gone wrong. In Costa Rica, protecting nature is no longer as important as making money. For one, the sheer number of visitors is threatening the environment. Though the government designates specific areas for ecotourism, these national parks are deteriorating from the overwhelming human traffic. Native species like the jaguar, sloth, and howler monkey are also suffering because of

[1] **biodiversity**: the variety of species of animals and plants in a particular habitat

development. Another issue is that regulations meant to protect and conserve nature are not enforced. This is often because there are limited resources to properly regulate the high standard of environmental protection put in place.

9 Tourism ultimately leads to development and loss of protected natural spaces. It means rising demands for hotels, excursions, and other tourist activities. Trees are cut down to make room for new buildings. Furthermore, not all tourist organizations are truly driven to protect the local environment. Words like "eco" and "green" have largely become marketing-only buzzwords.

10 On the other side of the planet, in Kenya, the Maasai Mara reserve has become one of the world's top safari destinations. In the 1980s, there were only spaces for 300 beds for visitors. Now, there are over 3,000. Many Kenyan safari lodges call themselves eco-friendly if they simply recycle their plastic and use ecofriendly cleaning supplies. Their tours continue to be delivered on minibuses, which trample over native vegetation, spew fumes into the air, and cause soil erosion. The delineation of land borders, with fences and walls, has blocked migration routes for many animals. This indifference to their local wildlife, combined with the influx of visitors, is negatively impacting Kenya's ecology.

11 There are many stakeholders in the ecotourism industry. It is a pity that they do not do more for the ones they most benefit from: the animals and plant life that live on those lands.

Tourism in Costa Rica

Year	Total Tourism Profit (in millions)	Number of International Tourists
1995	$336	785,000
2000	$545	1,088,000
2005	$591	1,679,000
2010	$629	2,100,000
2015	$898	2,660,000

Source: The World Bank – Dataset CRI DS2

1. Which of the following best describes the definition of ecotourism according to the author?

A. a type of tourism that promotes exotic destinations that look good on social media
B. a type of tourism that is just another scheme to make money
C. a type of tourism that doesn't benefit the ecosystem as much as it claims to
D. a type of tourism that results in large donations to nature conservation groups

2. Read paragraph 3.

Sounds great, doesn't it?

How does this paragraph contribute to the tone of the passage?

E. It conveys enthusiasm for ecotourism as being beneficial to local ecosystems and economies.
F. It shows a sense of approval at how ecotourism is superior to traditional tourism.
G. It shows ambivalence about ecotourism, which has a neutral effect on the ecosystem.
H. It creates a sense of skepticism about the idea that ecotourism might be too good to be true.

3. Read this sentence from paragraph 2.

> **The United Nations Food and Agriculture Organization declares that ecotourism is nature-based and sustainable.**

Which statement best describes the author's perspective about the statement made by the United Nations Food and Agriculture Organization?

- **A.** The statement is inaccurate because it fails to address the negative impacts of ecotourism.
- **B.** The statement is justified because it has helped improve the populations of endangered turtles.
- **C.** This statement accurately reflects how ecotourism helps grow local businesses.
- **D.** Ecotourism is nature-based but it is not long-lasting because of the high costs of building eco-friendly attractions.

4. Which excerpt from the passage best supports Daniel Blumstein's ideas about ecotourism in paragraph 5?

- **E.** "The idea is to visit nature to support, not damage, conservation." (par. 2).
- **F.** "Profits become the main priority, not ecological conservation." (par. 4).
- **G.** "A hunter was able to lure him out of his environment and kill him because he trusted humans." (par. 6).
- **H.** "Words like "eco" and "green" have largely become marketing-only buzzwords." (par. 9).

5. What role does paragraph 8 play in the overall structure of the passage?

- **A.** It describes an experiment that proves the central idea.
- **B.** It supports the general claims of the passage with a concrete example.
- **C.** It summarizes information found in the rest of the passage.
- **D.** It offers historical background knowledge for the main problem in the passage.

6. Which conclusion is best supported by the information in paragraph 6?

- **E.** Hunting for sport poses a serious threat to endangered species and needs to be regulated.
- **F.** Ecotourism does not account for the fact that animals adapt to the presence of humans.
- **G.** Humans are purposefully disrupting animal food chains.
- **H.** Domestication happens when wild animals gradually become safe to keep as pets.

7. How does the table support the ideas in paragraph 8?

- **A.** It supports the claim that the number of tourists visiting Costa Rica has been steadily rising.
- **B.** It illustrates how Costa Rica is an example of increasing profits in traditional tourism leading to environmental devastation.
- **C.** It emphasizes that the majority of profits from tourism do not go towards protecting indigenous species or national parks.
- **D.** It reinforces the idea that national parks in Costa Rica are deteriorating due to rising amounts of air traffic.

8. What is the most likely reason the author mentions "buzzwords" in paragraph 9?

- **E.** Ecotourism fulfills its promises of promoting more eco-friendly excursions.
- **F.** Buzzwords draw tourists to exotic destinations in hopes of seeing native wildlife.
- **G.** It is impossible to enforce the claims of these buzzwords in tourist areas.
- **H.** Buzzwords help tourists avoid thinking about the damaging side effects of their travels.

A Critical Point of View

1 On July 15, 1979, President Jimmy Carter addressed the nation from the Oval Office. In this address, known as the "Crisis of Confidence" speech, Carter discussed different issues facing Americans. Carter began by mentioning such common topics as energy use and America's reliance on foreign oil. However, he went on to discuss a far more unusual subject: an internal threat to American democracy. This crisis did not threaten America's standing with other nations or the civil rights of its citizens. Instead, it struck at the "heart and soul and spirit" of America's national will and spirit. In particular, Carter was concerned with America's obsession with material possessions and the citizenry's detachment from society.

2 Carter was the first president since the end of World War II to bring up the subject of America's spirit. Carter began his speech by reading excerpts from letters sent to him by concerned Americans. Many of these letters included comments that questioned the American Dream. From reading these personal appeals, Carter began to see a "crisis of confidence" looming on the American horizon. For Carter, this crisis was due to a shift from valuing family, faith, hard work, and community to worshipping self-indulgence and consumption. Americans were obsessing over what they could buy and consume. Carter believed that this crisis was an existential one – a crisis that took away people's sense of meaning and belonging.

3 Carter saw the symptoms of this crisis all across America. He pointed out how both voter turnout and worker productivity had dropped. He noted that people were spending more money to enjoy the current moment, and saving less for the future. He lamented that fewer and fewer people believed that the future would bring progress and better times.

4 In his speech, he declared that this crisis could not be solved by politicians alone. Carter believed it would take a concerted effort by Americans themselves and urged his fellow citizens to think of the greater good. Most importantly, he asked his audience to put an end to the age of American excess. Carter wanted people to put aside their selfish ways and focus on contributing positively to society. He believed that Americans had the strength to rise to the occasion.

5 At the time, his nationally televised speech was met with mixed reactions. Some publications praised it as an accurate diagnosis of the country. These publications believed Carter was being realistic and honest about the cultural, political, and economic crises facing the nation. Others were less impressed by his efforts, dubbing his address the "Malaise Speech." Critics in this camp believed that Carter was painting an apocalyptic portrait of the United States. They felt that he unfairly characterized a great country as sick and dying. Many believed Carter's statements were nothing more than hyperbole.

6 Nevertheless, the themes that Carter covered – consumption, identity, and unity – are issues that still resonate today. Looking back, it seems almost as if Carter had a crystal ball with which he glimpsed the future – a future where Americans care more for shiny gadgets and selfies than for their own health and for their neighbors. Indeed, when comparing the concerns expressed in the "Crisis of Confidence" speech to current issues, many find that there are more bridges than gaps. In 2009, President Barack Obama identified the same "profound…sapping of confidence" in America during his inaugural speech. The economic downturn of 2008, caused by years of over-ambitious spending and mortgage debt, echoed the high unemployment rates of Carter's era. The unchecked use of fossil fuels has led to staggering pollution and deadly climate change.

7 Perhaps the essence of Carter's speech was less apocalyptic and more visionary than many have claimed.

1. Which statement best describes the central idea of the passage?

   A. Carter's presidency was troubled by many economic, political and cultural problems.
   B. Carter's 1979 speech identified spiritual and cultural problems that continue to affect the American public.
   C. Carter's "Malaise Speech" wrongly diagnosed the American people with problems that they did not have.
   D. Carter's "Crisis of Confidence" speech helped fix Americans' problems in the 1970s.

2. Which statement best describes why Carter's speech was significant?

   E. "In this address, known as the 'Crisis of Confidence' speech, Carter discussed different issues facing Americans." (par. 1)
   F. "Instead, it struck at the 'heart and soul and spirit' of our national will..." (par. 1)
   G. "He lamented that fewer and fewer people believed that the future would bring progress and better times." (par. 3)
   H. "In his speech, he declared that this crisis could not be solved by politicians alone." (par. 4)

3. According to the passage, Carter was inspired to write his speech by

   A. observing the behavior of citizens and reading reports on national trends.
   B. suggestions from his team of dedicated speechwriters.
   C. direct communications from individual American citizens.
   D. news reports of the economic and environmental issues plaguing the country.

4. Paragraph 3 contributes to the development of the central idea of the passage by

   E. illustrating relatable examples of American citizens behaving in a concerning way.
   F. conveying Carter's personal dislike of the way most Americans behaved.
   G. proposes a solution to a political problem described earlier in the passage.
   H. connecting problems from the past with problems of today.

5. Which statement best describes how the author's use of problem-and-solution in paragraph 4 contributes to the development of ideas in the passage?

   A. Explaining how the problem cannot be resolved by politicians shows that Carter did not take responsibility for the issue.
   B. Describing the difficulty of proposed solutions highlights Carter's personal crisis of faith in the future.
   C. Illustrating the severity of the problem demonstrates Carter's intention to blame Americans for their own failings.
   D. Detailing the actions that American citizens need to take highlights how Carter wanted people to take responsibility for themselves.

6. Which sentence from paragraph 5 best describes the author's perspective on Carter's speech?

   E. "Critics in this camp believed that Carter was painting an apocalyptic portrait of the United States."
   F. "They felt that he unfairly characterized a great country as sick and dying."
   G. "These publications believed Carter was being realistic and honest about the cultural, political, and economic crises facing the nation."
   H. "Many believed Carter's statements were nothing more than hyperbole."

7. Read this sentence from paragraph 6.

> **Indeed, when comparing the concerns expressed in the "Crisis of Confidence" speech to current issues, many find that there are more bridges than gaps.**

What is the most likely reason the author uses the word "bridges"?

- **A.** to describe a potential solution to national unemployment
- **B.** to reinforce the idea that connections still exist between past and present issues
- **C.** to emphasize how much time has passed since Carter's presidency
- **D.** to highlight how difficult it is to find similarities between the 1970s and now

8. In paragraph 7, how does the phrase "less apocalyptic and more visionary" contribute to the overall arguments of the passage?

- **E.** It sheds light on the fact that Carter's concerns were out of touch with reality.
- **F.** It reinforces the argument that Carter's speech was based on exaggerated information.
- **G.** It counters the idea that Carter's speech focused too much on negative aspects of society.
- **H.** It supports claims that Carter's speech reflected a unique kind of foresight.

Linguistically Speaking

1 Most people take for granted the fact that we can communicate clearly with one another. Yet it's nothing short of amazing that we're able to make ourselves understood – to convey complicated thoughts and ideas – to one another at all. It's thanks in part to languages that we have become the dominant species on our planet.

2 But what exactly is language, and how does it work? How was language created, and how did it change over time? Why is it still a challenge to communicate with those who speak different languages? Why is it, exactly, that the word "dog" refers to a furry, four-legged creature that barks and bites? And why is "dog" represented by *chien* in French, *perro* in Spanish, and *inu* in Japanese? These questions and more are the focus of linguists, or those who study language.

3 One might ask: "How can there be a whole field of study devoted to language? There's nothing more to it than reading, writing, speaking, and listening, right?" In reality, languages are as complex and nuanced as the way we use them. Thus, the field of linguistics is focused on learning about languages. Though the field of linguistics is actually quite broad, it can be thought of in two parts: studying the structure of a language, and observing how language is used.

4 There are many parts to a language. The most basic components of languages are words. Morphology refers to the study of words themselves, and how they are structured. In morphology, word parts are called "morphemes." Simple words are made up of a single morpheme that carries all of its meaning in a single unit, such as "teach," "push," and "kind." (The Greek and Latin roots that are used to form many English words are also considered morphemes, and many of them are simple.) Complex words have two or more morphemes, such as "teacher," "pushing," and "kindness." In the latter examples, notice how the suffixes "-er," "-ing," and "-ness" need to be attached to another morpheme to give them meaning. Although the rules are often quite different from language to language, every language has its own morphology.

5 If words are the building blocks of a language, then sentences are the buildings and skyscrapers. Syntax refers to the study of those buildings – the way in which words are arranged to make meaning. Each

language has its own rules of syntax, which govern such things as the placement of nouns, verbs, and adjectives. For example, in English we say, "She wore the black suit." The adjective "black" goes before the noun it describes, "suit." In Spanish, however, adjectives frequently follow the nouns they describe: instead of "the black suit," it's *el traje negro*. Translated directly into English by word order, "el traje negro" reads "the suit black."

6 Then, of course, there are the ways words are spoken – the way they sound, and how that relates to what they mean. This study of meaning is called semantics. Semantics can quickly become complicated, but people often use it without thinking. For example, the word "rose" can refer to a flower, or it can be the past tense of "rise." Native speakers often understand which meaning is appropriate intuitively, by noticing the position of the word within the syntax of the sentence.

7 Phonology refers to the way speech sounds create words and make up a language. For example, the letters "C" and "H" make specific sounds, which are called "phonemes." But when the two letters are put together as "CH," they create a third phoneme that sounds different from each letter individually. Pragmatics refers to how the meaning of a word depends on order and context. For example, imagine that it's a warm day and someone asks you to "crack a window." The pragmatics of that phrase indicates to you that you should open the window a little bit, and not that you should put a crack in the window glass.

8 Unlike the study of the structure of a language, the study of language usage focuses more on how people utilize languages. In historical linguistics, linguists are focused on how and why languages change over time. For example, many of the world's languages are derived from a single ancient language known as Indo-European. Historical linguistics study things such as how languages as different as English and Sanskrit both evolved from Indo-European.

9 Psycholinguistics, on the other hand, is primarily concerned with studying the psychological and neurological factors that allow people to develop linguistic skills. Psycholinguists study everything from how people learn a language to how they are able to draw on a language to convey their ideas. Much of the research psycholinguists do involves language learning in children. Every language is complex, and each has nuances that are sometimes difficult for adult language learners to grasp. Children, however, learn their respective languages with relative ease. By breaking down the process by which children acquire language, psycholinguists can gain broader insights into how people of all ages learn.

10 No matter which language you use, its history and development has been traced back thousands of years by historical linguists. You learned how to communicate through principles investigated by psycholinguists. You use words made of morphemes. The meaning of your words is affected by syntax, semantics, and pragmatics. Did you ever imagine that a simple conversation with a friend could be so complex?

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1. Which sentence best describes the central idea of this passage?

A. "Most people take for granted the fact that we can communicate clearly with one another." (par. 1)
B. "Why is it still a challenge to communicate with those who speak different languages?" (par. 2)
C. "In reality, languages are as complex and nuanced as the way we use them. Thus, the field of linguistics is focused on learning about languages." (par. 3)
D. "Unlike the study of the structure of a language, the study of language usage focuses more on how people utilize languages." (par. 8)

2. What is the most likely reason the author uses the phrase "foregranted" in paragraph 1?

   E. to contrast the common social perceptions of language with how it is viewed by linguistics scholars
   F. to emphasize how intuitive and simple language is to young children and native speakers
   G. to reinforce the importance of investing in further linguistics research and study
   H. to illustrate how people can communicate clearly with each other

3. What role does paragraph 2 play in the overall structure of the passage?

   A. It explains problems that are resolved later in the passage.
   B. It lists the subtopics that will be expanded upon in paragraph 9.
   C. It summarizes the information found in the rest of the passage.
   D. It introduces the topic of the passage through relatable examples.

4. Read this sentence from paragraph 5.

   If words are the building blocks of a language, then sentences are the buildings and skyscrapers.

   What is the effect of comparing sentences to "buildings and skyscrapers"?

   E. It demonstrates how written instructions are essential to constructing buildings.
   F. It shows how language enabled people to build an advanced civilization.
   G. It emphasizes the complexity of the relationships between words in a sentence.
   H. It illustrates how linguists construct sentences in the same way workers build skyscrapers.

5. Which conclusion is best supported by the information in paragraph 4?

   A. Morphemes have similar meanings regardless of the specific language.
   B. Knowing English is equivalent to being proficient in Greek and Latin.
   C. Knowing the meaning of many morphemes can help expand a person's vocabulary.
   D. Learning morphemes is more difficult than learning words.

6. Read this sentence from paragraph 7.

   Phonology refers to the way speech sounds create words and make up a language.

   Based on this definition, which sentence best describes an example of phonology?

   E. The word "pound" has multiple meanings that depend on the context in which the word is used.
   F. The idiom "raining cats and dogs" has a meaning completely different from that of the individual words making up the phrase.
   G. Adding the prefix "-un" to "wind," or "happy" creates new words with opposite meanings.
   H. The "Z" sounds in "cheese" and "zebra" are the same, but are represented by different combinations of letters.

7. The author includes a question at the end of the last paragraph most likely to

   A. restate the "what," "how," and "why" questions asked in paragraph 2.
   B. quiz the reader about his or her knowledge of the subjects discussed within the passage.
   C. point out to the reader that common interactions are more complicated than they seem.
   D. interest the reader in doing further research into historical linguistics and psycholinguistics.

8. Based on paragraph 9, why does psycholinguistics place more emphasis on children's language learning than on that of adults?

E. Understanding the ways in which children learn a language intuitively may lead to ideas that support adult learning of languages.
F. Adults are less likely to cooperate with psycholinguists because language learning seems difficult and challenging to them.
G. Because time has passed between childhood and adulthood, the study of adult language learning is more properly a task for historical linguists.
H. The discipline of neurology, which is the study of brain functions, is more concerned with children than with adults.

Plastic Addiction

1 Look into any lunchbox, toy box, car, train or airplane cabin and you'll see it: plastic. Versatile, durable and inexpensive to manufacture, plastic has become a cornerstone of modern industry. Nearly every object encountered in our daily lives is made of plastic. As such, we live in a virtual sea of plastic, which, unfortunately for our environment, is choking our actual seas with some five billion tons of stagnant, stolid plastic waste.

2 In 2009, the Environmental Protection Agency estimated that a mere seven percent of all plastic waste in America is recycled. In 2015, scientists calculated that up to 14 million tons of plastic waste is whooshed into our oceans every year from coastal regions alone. Some of that trash originates from ships at sea. However, most of it comes from garbage that has been dumped alongside rivers and coastlines and is washed or blown out into deeper waters. How long will it take that plastic waste to biodegrade[1]? In terms of the most environmentally-friendly plastics that have only recently started to trickle into the market (think: the extra-thin and crinkly water bottles in supermarkets), scientists guess the process will take about 450 years. In terms of the rest: forever.

3 Even the plastic that will eventually break down (the allegedly "good" plastic) wreaks havoc with sea life and, hence, the entire ecosystem. Millions of marine animals – roughly 700 different species – are threatened by plastic. Some animals are maimed or killed externally – strangled by carelessly discarded six-pack rings or fishing nets. Many more, however, will be negatively affected by plastic internally. In 2004, scientists discovered that a species of common amphipods (a tiny shrimp-like crustacean) in search of its usual diet of microbial slime, was diligently gnawing away at plastic bags and bottles which were coated with that slime. The amphipods would then excrete the digested plastic bits in the form of dots of plastic less than one-fifth of an inch wide – dots that were subsequently dubbed "microplastics." Have you ever walked on a beach and felt a slight crunch underfoot? That crunch comes from microplastics grinding together. Some beaches contain sand that is up to 15 percent microplastic.

4 Worse than polluted beaches, however, is the fact that the world's fish and other assorted sea life are eating, drinking and breathing these plastic dots. Microplastics often contain toxins such as Bisphenol A (or BPA). These are passed up through the marine food chain, as common amphipods are eaten by fish, and fish are eaten by larger fish, and *those* fish are eaten by people. The higher up a fish is on the food chain, the greater the saturation of toxins. Two years ago, marine biologists in Massachusetts discovered that a third of the fish caught by fishermen in Plymouth Sound housed microplastics in their guts. And while fish guts can be

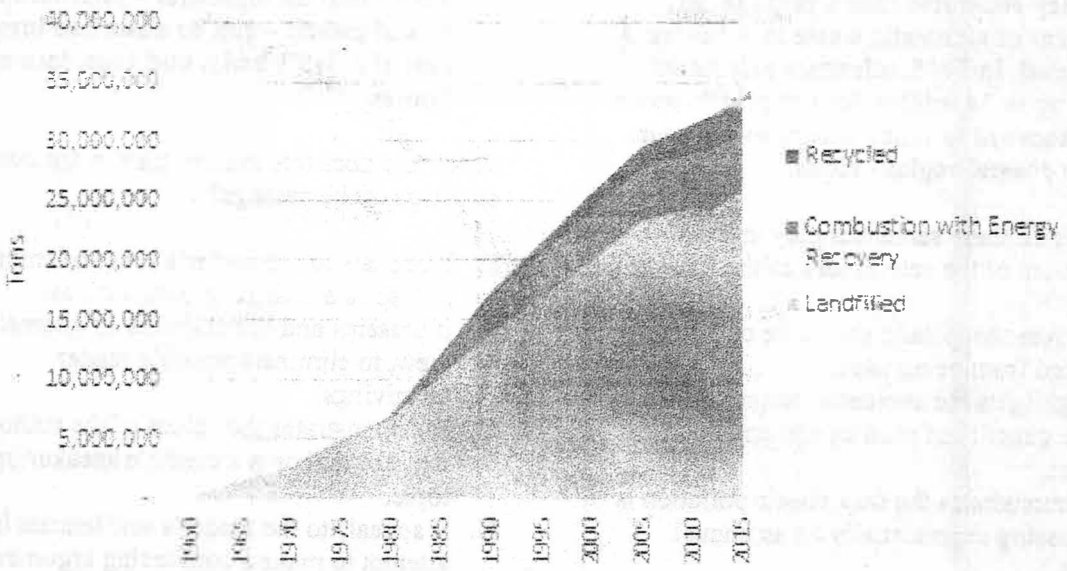
[1] **biodegrade**: the process of decomposition by bacteria or other living organisms.

removed before we eat the fish, medical experts worry that nanoplastics – microscopic bits of plastic – can be absorbed into the rest of a fish's body, and thus, into our bodies.

5 Plastic also threatens the ecosystem by disrupting the food chain at its beginning. Plastic waste blocks sunlight, reducing the amount of energy available to algae and plankton, which are the building blocks of the entire oceanic ecosystem. As these tiny creatures die off, populations of small animals that feed on algae and plankton begin to shrink. So too do the larger animals that feed on the small animals. The negative impact of plastics on the ocean's tiniest creatures have a profound impact on the largest – and most intelligent and sentient – marine beasts. If the movie "Free Willy[2]" were made today, the main characters would have to think twice before setting their beloved whale free in such dangerous waters.

6 The good news is that, despite the staggering statistics, ocean pollution isn't a lost cause. For starters, no politicians are claiming that ocean pollution is a hoax. In 2014, when Malaysia Airlines flight 307 disappeared at sea, television viewers around the world witnessed a raft of satellite images, all of which confirmed the fact that our oceans have become a global dump. More importantly, we already have the technology to pick up, dispose of, and recycle plastic. Environmentalists are calling for the simple addition of more garbage trucks, more landfills and more coastal cleanups. Big companies like Coca-Cola – which manufactures 128 billion plastic bottles a year – have to commit to clearing and recycling their product waste. More nations, like Kenya, need to ban plastic bags; more countries, like France, need to ban plastic cups and plates. In short, when it comes to plastic waste, we know how to do the right thing – we just need to *want* to do it.

Plastic Waste Management
United States, 1960-2015



Source: United States Environmental Protection Agency

[2] **Free Willy**: a 1993 movie where a boy releases a whale from captivity

The Tutorverse

1. Which statement best describes the central idea of the passage?

   A. "As such, we live in a virtual sea of plastic, which, unfortunately for our environment, is choking our actual seas with some five billion tons of stagnant, stolid plastic waste." (par. 1)
   B. "In terms of the most environmentally-friendly plastics that have only recently started to trickle into the market (think: the extra-thin and crinkly water bottles in supermarkets), scientists guess the process will take about 450 years." (par. 2)
   C. "Even the plastic that will eventually break down (the allegedly "good" plastic) wreaks havoc with sea life and, hence, the entire ecosystem." (par. 3)
   D. "In short, when it comes to plastic waste, we know how to do the right thing – we just need to *want* to do it." (par. 6)

2. Read this excerpt from paragraph 2.

   In 2009, the Environmental Protection Agency estimated that a mere seven percent of all plastic waste in America is recycled. In 2015, scientists calculated that up to 14 million tons of plastic waste is whooshed into our oceans every year from coastal regions alone.

   What role do these sentences play in the development of the central idea of the passage?

   E. It proves that plastic should be completely banned from being used.
   F. It highlights the avoidable nature of the large quantity of plastics that end up in the ocean.
   G. It demonstrates the way plastic pollution is increasing exponentially on an annual basis.
   H. It shows the number of years it takes to decompose plastic, and subsequently how long it affects marine life.

3. Which sentence best supports the idea that plastic waste affects a variety of marine life?

   A. "The amphipods would then excrete the digested plastic bits in the form of dots of plastic less than one-fifth of an inch wide – dots that were subsequently dubbed 'microplastics'." (par. 3)
   B. "Millions of marine animals – roughly 700 different species – are threatened by plastic." (par. 3)
   C. "In 2014, when Malaysia Airlines flight 307 disappeared at sea, television viewers around the world witnessed a raft of satellite images, all of which confirmed the fact that our oceans have become a global dump." (par. 6)
   D. "The good news is that, despite the staggering statistics, ocean pollution isn't a lost cause." (par. 6)

4. Read this sentence from paragraph 4.

   And while fish guts can be removed before we eat the fish, medical experts worry that nanoplastics – microscopic bits of plastic – can be absorbed into the rest of a fish's body, and thus, into our bodies.

   What role does this excerpt play in the overall structure of the passage?

   E. It appeals to the reader's sense of empathy to inspire a change in perspectives.
   F. It presents and deconstructs an alternate view, to eliminate possible reader misgivings.
   G. It demonstrates the values of the author and why the author is a credible speaker on the topic.
   H. It appeals to the reader's self interest in an attempt to make a convincing argument.

The Tutorverse

5. Which statement would the author most likely agree with?

   A. Plastic pollution harms our ecosystem and, therefore, ourselves.
   B. Environmentally friendly plastic does not pose a threat to the ecosystem.
   C. Plastic should be eliminated entirely, as it has deadly consequences for the entire world.
   D. Plastic pollution negatively affects marine animals mainly through outward damages, like getting caught in a net.

6. What role does paragraph 6 play in the overall structure of the passage?

   E. It describes the scientific reasons for why plastic damages life on the planet.
   F. It summarizes the human factors that caused the overall conflict.
   G. It describes large changes that would need to be made to help resolve the problem.
   H. It indicates a course of action for how readers could personally participate in efforts to resolve the problem.

7. Which statement describes how the author's use of problem-and-solution in paragraph 6 contributes to the development of the central idea?

   A. It details the events that have increased public concern about the issue of ocean pollution.
   B. It shows how politicians' refusal to accept the reality of the pollution contributes to the problem.
   C. It describes the new technologies that would be needed to undo the damages caused by plastic pollution.
   D. It gives evidence that there are existing methods to solve the problem of plastic pollution, if people would choose to implement them.

8. How does the graphic contribute to the development of the central idea of the passage?

   E. It confirms that a large amount of plastic waste ends up in the oceans.
   F. It implies that the government should be passing laws to make plastic illegal.
   G. It illustrates that plastic use has both increased dramatically and is largely not recycled.
   H. It shows that worries about plastic pollution are overblown, as a large portion of plastic is recycled.

Two Treatises

1 John Locke, the son of an English lawyer, was born in 1632. The English Civil War erupted when John was ten. His father served on the side of the Parliamentary forces, which supported the Commonwealth and opposed the monarchy. While Locke studied at Oxford University to become a doctor, Oliver Cromwell, who had led the young Commonwealth, passed away. His death resulted in the restoration of the English monarchy. At that point, Charles II ascended the throne as king. Locke eventually became the personal physician of Lord Shaftesbury, one of the king's political opponents in the new Parliament.

Around this time Locke wrote a highly regarded book titled *Two Treatises of Government*. In this book, Locke set forth a view of government as a contract, of sorts, between subjects and rulers. The essence of the book was as follows: by participating in a society, people voluntarily relinquish certain rights so that the laws of the state can ensure impartial justice and protection for all.

3 Perhaps most importantly, Locke believed that the powers of government should be divided. This, he argued, would prevent a ruler from exercising absolute power. "Nobody can desire to have me in his absolute power unless it be to compel me by force to that which is against the right of my freedom – that is, to make me a slave," he wrote. If such a ruler did seize power, Locke advocated for the right of the citizens

to rebel: "It is lawful for me to treat him as one who has put himself into a state of war with me – that is [defeat] him if I can."

4 Such ideas were dangerous during the restoration of the monarchy. Locke was forced to flee to the Netherlands. Many years later, the popularity of the monarchy began to wane again. Charles II's succe sor, James II, was removed from power. This time, the English Parliament left no doubt that it held the ultimate power. Parliament passed lasting laws that restricted the power of the monarchy.

5 Almost a century later, Locke's ideas engendered a new revolution. This revolution was likely very different from one that he might have imagined. Thomas Jefferson, Alexander Hamilton, and James Madison cited Locke as their inspiration when they wrote the Declaration of Independence that separated the American colonies from England. Locke had declared that among the natural rights of people were "life, liberty, and property" – echoes of which can be found in the Declaration: "All men are created...with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

1. With which statement would Locke most likely agree?

A. Freedom of religion is a person's most important right.
B. People must always war against a monarchy.
C. Too much power in the hands of any one person is dangerous.
D. Because Parliament represents the people, it cannot pass unjust laws.

2. Which of the following choices best describes what the passage is about?

E. Locke's childhood and adult life
F. the advantages of a monarchy
G. a philosophical idea
H. comparisons between England and America

3. Locke believed that people should

A. be governed by a single person.
B. never rebel against their rulers.
C. consent to a monarchy.
D. overthrow an oppressive ruler.

4. According to the passage, Oliver Cromwell passed away

E. after Locke fled to the Netherlands.
F. after James II took the throne.
G. before the English Civil War.
H. while Locke was a student.

5. The monarchy under Charles II and James II most likely

A. disagreed with Locke's philosophy.
B. supported Locke financially as he wrote his *Treatise*.
C. cooperated with Parliament to rule the country.
D. understood why the American colonies wanted to separate from England.

6. As described in the passage, all of the following facts support the idea that Locke's upbringing influenced his philosophical vie s **except** that

E. he served Lord Shaftesbury.
F. he was a supporter of Charles II.
G. his father opposed the monarchy.
H. his father fought in service of Parliamentary forces.

7. What is the most likely reason that the author quotes the Declaration of Independence in paragraph 5?

A. to show that Locke's ideas had a far-reaching influence
B. to compare one type of government with another
C. to explain why America wanted to separate from England
D. to justify Locke's theories

The Tutorverse

Dear Evan Hansen

1 Boy meets national high school musical theater contest. Boy wins national high school musical theater contest. Boy gets lead in hit Broadway musical.

2 Does this sound like the unbelievable plot of some Off-Off-Broadway play? Well, it's real life for Andrew Barth Feldman, a 16-year-old junior at Woodmere Academy in Long Island. In June of 2017, Andrew competed in the National High School Musical Theater Awards, nicknamed the Jimmy Awards, against over 100,000 competitors from all over the country. Eighty of those participants were nominated by regional panels of judges to go to New York City. There, they had to compete in a week-long session of performances, where they were mentored by professional actors, singers, dancers, choreographers and directors. Eight teens qualified as finalists; each finalist sang in one final, Glee-style medley – aka mashup – round. One boy and one girl were chosen as winners. Last year, Andrew was that one boy.

3 As it happened, during that pivotal medley round, a group of producers for *Dear Evan Hansen*, a Tony award-winning musical with a teenage protagonist, was sitting in the audience. Before Andrew had even completed the first verse of his song, the lead producer turned to her colleagues and mouthed, "I think that's our next Evan Hansen."

4 Two days later, Andrew met with the show's casting director and, subsequently, auditioned in front of the creative team. Shortly thereafter, Andrew's mother received a phone call, offering her son his dream role. In November, the show announced that he would step into the role of Evan at the end of January, 2019.

5 While this may sound like a made-for-Disney overnight success story, a lot of grit and elbow grease went into Becoming Andrew. Andrew's lifelong love affair with musical theater began when he was three years old, after he saw a Broadway production of *Beauty and the Beast*. At the age of 8, he was in a community theater production of Annie; at 9, he began organizing flash mobs at assemblies. When he was 12, he founded his own theater company, Zneefrock Productions, which stages annual cabaret nights and musicals to benefit a charity for autism. In between, he managed to visit Disney World, Disneyland and Paris Disney about 20 times combined, watch and re-watch the Star Wars movies and go to three Broadway fan conventions. Along the way, he attended theater summer camps, starred in school plays and community theater musicals and learned to play the piano, guitar, bass, drums, and ukulele and write his own music. With determination and single-mindedness, Andrew arguably worked his entire life to get his first professional theater role.

6 And what a role it is. The part of Evan Hansen is an emotionally intense one. The play tells the story of a 17-year-old teenager who perpetually feels like he is on the outside looking in. Evan is the proverbial nose-pressed-up-against-the-cafeteria-window kid; the show portrays his often-misguided quest to find someone or something to prove to him that, somewhere, he belongs. The part is so demanding that, originally, the producers only auditioned actors in their 20s or older. In fact, the first actor who played Evan was 23.

7 To protect their young investment, the producers are breaking Andrew in semi-gently, with five performances a week, instead of eight (with the role's understudy performing the remaining three). He has started taking singing lessons and, in time, will gradually build up stamina, until he can shoulder the entire week's worth of shows. In the meantime, his life has been turned topsy-turvy: he rehearses five hours a day, attends vocal classes and is home-schooled by a tutor for 15 hours a week.

8 When Andrew announced to his friends and family that he had won – or rather, *earned* – the part of Evan Hansen, he posted on Instagram, "I got the email that they wanted me to audition. 'This is what you've been waiting for,' I said to myself. 'You've thought a lot about this, and you've figured out what to do.'" Indeed he has.

The Tutorverse

Which statement best supports the central idea of the passage?

A. "Boy wins national high school musical theater contest." (par. 1)
B. "With determination and single-mindedness, Andrew arguably worked his entire life to get his first professional theater role." (par. 5)
C. "In between, he managed to visit Disney World, Disneyland and Paris Disney about 20 times combined, watch and re-watch the Star Wars movies and go to three Broadway fan conventions." (par. 5)
D. "The play tells the story of a 17-year-old teenager who perpetually feels like he is on the outside looking in." (par. 6)

2. Read paragraph 1.

> **Boy meets national high school musical theater contest. Boy wins national high school musical theater contest. Boy gets lead in hit Broadway musical.**

What is the effect of the repetition used in this paragraph?

E. It emphasizes how many attempts Andrew made before his success.
F. It highlights how the events of Andrew's life resemble those in a work of fiction.
G. It creates an engaging rhythm that mimics the songs that Andrew sang in the contest.
H. It suggests that not many boys make it to Broadway.

3. What role does paragraph 2 play in the overall structure of the passage?

A. It provides a course of action for how potential teen actors can actively advance their skills.
B. It describes how Andrew's life became inspiration for a hit Broadway play.
C. It emphasizes the extent of Andrew's accomplishment in winning the competition.
D. It summarizes the events of Andrew's childhood that were crucial to his win.

4. Read this sentence from paragraph 3.

> **Before Andrew had even completed the first verse of his song, the lead producer turned to her colleagues and mouthed, "I think that's our next Evan Hansen."**

What role does this sentence play in the development of the central idea of the passage?

E. It illustrates the moment that all of Andrew's hard work and determination were recognized.
F. It highlights the fact that actors like Andrew are born and not made.
G. It demonstrates the complex processes that Andrew undertook to reach success.
H. It shows the amount of practice and skill it took for Andrew to sing a medley.

5. What conclusion is best supported by the information in paragraph 6?

A. The role of Evan Hansen is emotionally straightforward for Andrew, as it describes a teenage boy.
B. Andrew is the first actor to successfully play the role of Evan Hansen.
C. Evan Hansen is a role that is better played by adult men, who have a more mature perspective on adolescence.
D. Andrew's success in being cast as Evan Hansen is a testimony to his talent, and not a consequence of his age.

6. How does the word choice "earned" in paragraph 8 contribute to the meaning of the passage?

E. It emphasizes how it was more than luck that led to Andrew's role.
F. It reveals Andrew's preoccupation with his reputation on social media.
G. It highlights Andrew's focus on his earnings for portraying Ethan Hansen.
H. It shows the many hours Andrew's audition for Ethan Hansen lasted.

The Tutorverse

7. What sentence in the passage best supports the idea that Andrew is continuing to show a strong work ethic?

   A. "With determination and single-mindedness, Andrew arguably worked his entire life to get his first professional theater role." (par. 5)
   B. "To protect their young investment, the producers are breaking Andrew in semi-gently, with five performances a week, instead of eight.... (par. 7)
   C. "In fact, the first actor who played Evan was 23." (par. 6)
   D. "In the meantime, his life has been turned topsy-turvy: he rehearses five hours a day, attends vocal classes and is home-schooled by a tutor for 15 hours a week. (par. 7)

8. The author would most likely agree with which statement?

   E. Determination is a guaranteed path to professional success.
   F. Aspiring actors should compete in various competitions in order to be discovered.
   G. Following your passion can yield unexpected results.
   H. Young actors are valuable assets in professional theatre productions.

Masterminds of the Sea

1 Behold, the mighty octopus: it has six legs, three hearts, two arms, one venomous beak, no backbone – and a very impressive brain. Nine brains, to be more precise. The central brain that controls the nervous system is located in the octopus's head, and each of the tentacles houses another small brain. This ennead[1] is of particular interest to scientists, because the brainpower of an octopus breaks most of the rules of intelligence in the animal kingdom. As such, octopus intelligence has begun to redefine the very boundaries of intelligence, for both animals and humans.

Among animal vertebrates[2], high intelligence is usually found among those who share three common traits. First, they tend to have brains that are large in size. Second, they live relatively long lives – after all, the longer you live, the more time you have to learn. Third, they tend to form strong social bonds with members of their own and other species, and learn from working and cooperating with them. Think of herds of elephants, troops of chimpanzees, packs of wolves, pods of dolphins and how they live and work as a team. Think, too, of how elephants, monkeys and dogs are willing – even eager – to work with and for humans. These factors have combined, during the course of evolution, to form brains that are more powerful than before.

3 Octopuses, on the other hand, break the cerebral mold. While these cephalopods do boast the largest brains in the mollusk world – the common octopus has roughly a half-billion neurons[3], about as many as a house cat or a small monkey – they are surprisingly short-lived. In fact, their lifespans run anywhere from a few months to two years, which gives them little time for life lessons. What's more, they're habitual loners. Unlike their smart vertebrate counterparts, octopuses learn nothing from their parents or other octopuses; they are largely self-taught.

[1] **ennead:** a group of nine
[2] **vertebrate**: an animal that possesses a backbone or spinal column
[3] **neuron**: a specialized cell in the nervous system that transmits nerve impulses

4 Because the octopus is such an outlier in the area of animal intelligence, scientists have to ask: What classifies intelligence in cephalopods? Generally, experts agree that the ability to acquire information, and apply and adapt it to daily life, is a cornerstone of animal cleverness. Octopuses have this ability in spades. There are videos of octopuses in the sea finding coconut shells or sea shells, using them to hide from predators and, when the coast is clear, carrying the shells with them like luggage, to use later. This s ows that octopuses see the shells as tools, which are not only useful now but may prove useful in the future.

5 The ability to acquire information becomes even more sophisticated when the animal uses it to make decisions. In one experiment, scientists presented octopuses in captivity the choice between clams and mussels to eat; the octopuses chose the mussels, because they were easier to open. When the researc ers opened the clams for them, the octopuses chose the clams. In other words, they chose the most easily accessible food. The scientists also noticed that the octopuses had several methods of opening the shells: They wrenched them apart, broke them with their beaks or drilled holes into them – and they selectively switched methods according to the species of the food. When experimenters wired the easier mussels shut, the octopuses would change tactics until they succeeded. Any simple animal like a pigeon can peck mindlessly at a lever for hours in the hopes of getting food. Only more complex-minded animals like the octopus can make decisions on the spot.

6 Bear in mind, of course, that no self-respecting octopus would pull a food lever for hours anyway, because its lively mind would grow bored. More likely, an octopus would pull the lever once or twice and then use its nimble arms to take the entire apparatus apart, perhaps attempt to break the lever in two and then squirt the experimenter with water. Like other smart animals, octopuses are curious and like to play. Give an octopus in captivity an empty jar, and it will figure out how to ricochet it against the jet stream of the tank's intake valve and then catch it, much the way you might bounce a ball. The key point here is that the octopus is not merely interested in the jar because it may contain food; rather, it is trying to figure out how to do something interesting – dare we say, fun – with the jar itself.

7 And here lies a central part of octopus intelligence: octopuses can be fun. They can also be shy or naughty, quiet or emotional, passive or aggressive. They have personalities and preferences, and this is a hallmark of intelligence. Octopuses in captivity even demonstrated preferences among different caretakers and scientists. At an aquarium in New Zealand, researchers noticed that an octopus took a dislike to a certain caretaker – each time she passed his tank, he would squirt a half-gallon of water down her back. At other aquariums, cephalopods would squirt only the new staff members, while leaving the more familiar ones alone. Despite the fact that all the staffers were dressed identically, the octopuses were able to differentiate, catalogue and have opinions about them.

8 To be sure, many scientists would argue that the octopus's so-called intelligence is merely an evolutionary necessity. When cephalopods lost their shells some 275 million years ago, they were left extremely vulnerable to predators. They required canny and cunning and the ability to think on the fly in order to survive. Still, this should not dim the importance of the impressive octopus brain. By breaking the rules of animal cognition, octopuses show us that there are different roads to and reasons for intelligence. Humans ponder these different roads every day. How can a genius child be born from two parents of average intelligence? Why is a twin better in school than his or her identical sibling? One day, the mighty octopus may help us understand why.

Animal	Average Number of Total Neurons (million)
House Mouse	71
Southern Red Octopus	500
Cat	760
Chimpanzee	28,000
Adult Human	86,000

1. Which statement best describes the central idea of the passage?

   A. "These factors have combined, during the course of evolution, to form brains that are more powerful than before." (par. 2)
   B. "And here lies a central part of octopus intelligence: octopuses can be fun." (par. 7)
   C. "When cephalopods lost their shells some 275 million years ago, they were left extremely vulnerable to predators." (par. 8)
   D. "By breaking the rules of animal cognition, octopuses show us that there are different roads to and reasons for intelligence." (par. 8)

2. How does paragraph 2 support the development of the central idea?

   E. It illustrates the methodology that scientists use to identify the most powerful animal brain.
   F. It shows how animals that collaborate are more likely to be intelligent than solitary animals.
   G. It reinforces how vertebrates are generally more intelligent than cephalopods.
   H. It highlights the qualities shared by animals with high intelligence.

3. Read this sentence from paragraph 3.

   Octopuses, on the other hand, break the cerebral mold.

   The author uses the phrase "break the cerebral mold" to convey

   A. how octopuses have the strength and intelligence to escape any containment.
   B. how octopuses defy the stereotypes of animal intelligence.
   C. the violent and aggressive nature of octopuses.
   D. the rigidity and consistency of octopus brain structures.

4. What role does paragraph 4 play in the overall structure of the passage?

   E. It identifies the ways in which different cephalopods display intelligence.
   F. It gives behavioral examples of octopus intelligence observed in captivity.
   G. It explains how experts viewed and recorded intelligence of the octopuses at aquariums.
   H. It details specific scenarios that demonstrate how octopuses exhibit intelligence in daily life.

5. Read this sentence from paragraph 5.

   The ability to acquire information becomes even more sophisticated when the animal uses it to make decisions.

   How does this sentence fit in the overall structure of the passage?

   A. It introduces a measure for a more challenging type of intelligence than previously mentioned, which octopuses also demonstrate.
   B. It highlights a reason why octopus intelligence is inferior to that of humans, despite being more intelligent than most other animals.
   C. It emphasizes the amount of energy used when an animal's brain switches to decision making.
   D. It indicates a shift from higher measures of intelligence in animals to more basic measures.

6. What is the most likely reason the author uses the words "shy," "naughty," "aggressive," and "emotional" in paragraph 7?

   E. to emphasize the emotional volatility that characterizes octopuses as a species
   F. to highlight the variation in personality, and therefore intelligence, in individual octopuses
   G. to compare behaviors that show octopus intelligence to those of young children
   H. to reinforce the idea that octopuses can be enjoyable to observe

7. Which sentence from the passage best supports the idea that an octopus mind needs to receive stimulation?

A. "This shows that octopuses see the shells as tools, which are not only useful now but may prove useful in the future." (par. 4)
B. "In one experiment, scientists presented octopuses in captivity the choice between clams and mussels to eat; the octopuses chose the mussels, because they were easier to open." (par. 5)
C. "The key point here is that the octopus is not merely interested in the jar because it may contain food; rather, it is trying to figure out how to do something interesting..." (par. 6)
D. "By breaking the rules of animal cognition, octopuses show us that there are different roads to and reasons for intelligence." (par. 8)

8. Read this excerpt from paragraph 8:

By breaking the rules of animal cognition, octopuses show us that there are different roads to and reasons for intelligence. Humans ponder these different roads every day.

What is the most likely reason the author uses the word "roads" in this paragraph?

E. to highlight the great distances that octopuses may travel in the wild
F. to show the solid genetic construction behind octopus intelligence
G. to argue that there is no single correct path to higher intelligence
H. to illustrate the visual manifestation of intelligence in human and octopus intelligence

9. How does the graphic support the idea that octopus intelligence is unusual?

A. It contrasts the small size of the octopus nervous system to the much more complex nervous systems of mammals.
B. It reveals that octopus intelligence is comparable to that of certain mammals, despite being a cephalopod.
C. It proves that the total number of neurons is the most important indicator of intelligence.
D. It highlights the ways in which octopuses and cats demonstrate similar behaviors.

The Cost of Convenience

1 It seems as if every transaction these days includes a plastic bag. Shopping for groceries at a supermarket? Buying new clothes? Have leftovers at a restaurant, or ordering takeout? Why not make carrying things home a little bit easier by using free plastic bags from the store?

2 Since time immemorial, people have used objects to help carry things from one place to another. Baskets, pots, and other containers were, for millennia, the standard vessel used by people around the world. These containers were typically used repeatedly. After all, it took time, energy, and resources to weave a basket or sculpt a pot. Because of this, containers were valuable to the people that used them. As a result, bringing one's own bags or containers to a store to carry goods home, for example, was a commonly accepted fact of life.

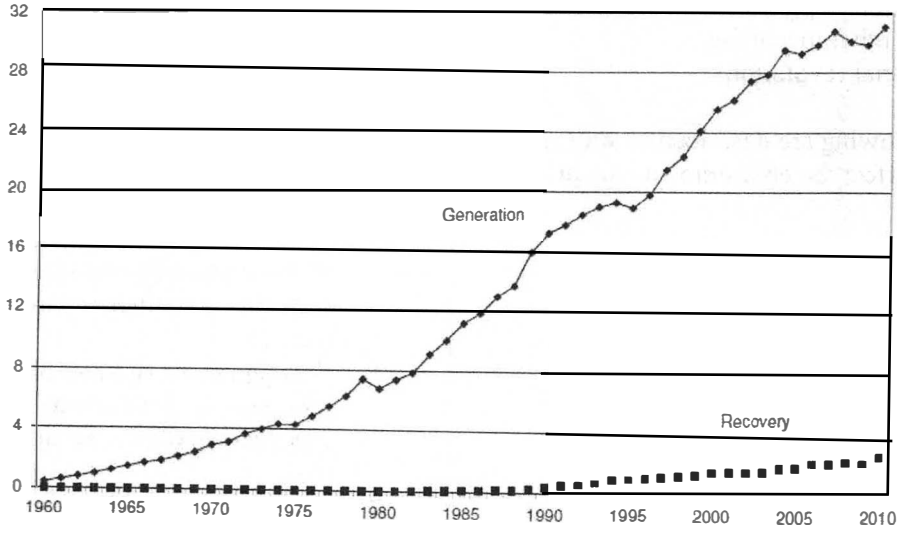
3 In the never-ending quest to make life easier and more convenient, humanity stumbled upon a way to challenge that fact of life. The industrial revolution made it possible to produce virtually any good – including bags and other containers – on a massive scale. Now, suddenly, it became relatively inexpensive for everyone to have a bag – or to have as many bags as they wanted. This led people to value not the bag or container itself, but the convenience it represented. If it was so easy and inexpensive to get a new bag, why not just get a new bag every time it's needed, rather than having to bother with carrying and reusing an old bag?

4 In many parts of the world – including all across the United States – using plastic bags only one time or for only one purpose has become the norm. People's prioritizing of convenience has come at a steep price. After all, what happens to single-use plastic bags when groceries are emptied out, clothes put away, and leftovers stored in the fridge?

5 The New York City Sanitation Department indicated that it collects some 10 billion single-use plastic bags every year. Though some of these plastic bags are repurposed – for example, to line trash-cans – the vast majority are simply thrown away. Too often, these plastic bags end up in landfills or, even worse, blowing in the wind where they end up in rivers, lakes, and trees. It can take a single plastic bag hundreds of years to decompose. In the meantime, plastic bags leech chemicals into groundwater and have a destructive impact on the food chain by killing marine life.

6 It's no wonder, then, that cities around the country – and many nations around the world – are taking steps to reduce the number of plastic bags used by consumers. New York City is just one of the latest major municipalities to propose a tax on plastic bags, following examples set in California and Washington D.C. The goal of the tax, which will require shoppers to pay for each plastic bag – is simply to incentivize shoppers to think before reaching for another bag. Reusing plastic bags – or using reusable cloth or fiber bags, for example – reduces waste and helps to save the environment.

Plastics Generation and Recovery (Recycling), 1960 to 2010



Source: EPA 2010 Municipal Solid Waste Fact Sheet

1. Which of the following choices best describes what the passage is about?

   A. the history of bags and containers
   B. the reason for a problem and how a tax can help fix it
   C. ways in which plastic bags are bad for the environment
   D. why the environment is more important than convenience

2. Compared with the present, why, for much of history, did people used to carry their own containers?

   E. Containers were more valuable then than they are now.
   F. People only bought what they could carry in their hands.
   G. People valued convenience more than they do now.
   H. There were no such things as supermarkets in the past.

3. What led people today to prioritize convenience over the value of containers?

   A. more money
   B. the invention of plastic
   C. taxes and other incentives
   D. the industrial revolution

4. All of the following are described as ways that plastic bags affect the environment **except** that they

   E. contribute to soil erosion.
   F. kill aquatic animals.
   G. pollute groundwater.
   H. interrupt the food chain.

5. Read this sentence from paragraph 3.

   If it was so easy and inexpensive to get a new bag, why not just get a new bag every time it's needed, rather than having to bother with carrying and reusing an old bag?

   What purpose does the above question serve for the rest of the passage?

   A. It describes a question that cannot be answered.
   B. It provides theoretical examples of how people use plastic bags every day.
   C. It suggests that there is a cost to earlier examples of conveniences.
   D. It describes the specific uses of plastic bags to be taxed by New York City.

6. In what way might a bag tax help the environment?

   E. Fewer people will be interested in buying a reusable bag.
   F. Some people will value convenience less than before the tax.
   G. People will stop using plastic bags completely.
   H. It will generate money for cleaning up the environment.

7. The data from the graphic best supports which statement from the passage?

   A. "The industrial revolution made it possible to produce virtually any good – including bags and other containers – on a massive scale." (par. 3)
   B. "Though some of these plastic bags are repurposed – for example, to line trash-cans – the vast majority are simply thrown away." (par. 5)
   C. "The New York City Sanitation Department indicated that it collects some 10 billion single-use plastic bags every year." (par. 5)
   D. "The goal of the tax, which will require shoppers to pay for each plastic bag – is simply to incentivize shoppers to think before reaching for another bag." (par. 6)

Fiction & Poetry

Night

by Hilda Doolittle

The night has cut
each from each
and curled the petals
back from the stalk
and under it in crisp rows;

under at an unfaltering pace,
under till the rinds break,
back till each bent leaf
is parted from its stalk;

under at a grave pace,
under till the leaves
are bent back
till they drop upon earth,
back till they are all broken.

O night,
you take the petals
of the roses in your hand,
but leave the stark core
of the rose
to perish on the branch.

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1. Read lines 6 and 10 from the poem.

under at an unfaltering pace

under at a grave pace

The parallel structure of the two lines helps convey a central idea of the poem by

A. reinforcing the beauty of the flower during the day.
B. stressing the negative effects of night on the flower.
C. revealing the direction in which night acts on the flower.
D. emphasizing the merciless and unavoidable effect of time.

2. Read lines 8 and 9 from the poem.

back till each bent leaf
is parted from its stalk

Which of the following supports what is implied in these lines?

E. "and curled the petals / back from the stalk" (lines 3-4)
F. "under at a grave pace, / under till the leaves" (lines 10-11)
G. "you take the petals / of the roses in your hand" (lines 16-17)
H. "but leave the stark core / of the rose" (lines 18-19)

The Tutorverse

3. How does isolating the phrase "O night," (line 15) affect the meaning of the poem?

   A. by creating a sense of hopefulness
   B. by contrasting the night with the flower
   C. by highlighting the painfulness of aging
   D. by emphasizing the despair of the speaker

4. The use of commas and semicolons in the first three stanzas (lines 1-14) mirrors which of the following ideas?

   E. "each from each" (line 2)
   F. "crisp rows" (line 5)
   G. "grave pace" (line 10)
   H. "you take the petals" (line 16)

5. How does the last stanza (lines 15-20) convey a central idea of the poem?

   A. by showing that roses have both beautiful and painful qualities
   B. by explaining that one must find something positive to look for in life
   C. by demonstrating that one loses many precious things as one grows old
   D. by illustrating how difficult experiences in life help make a person stronger

When You Are Old

by William Butler Yeats

When you are old and grey and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,
And loved your beauty with love false or true,
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face;

And bending down beside the glowing bars,
Murmur, a little sadly, how Love fled
And paced upon the mountains overhead
And hid his face amid a crowd of stars.

1. The metaphor of taking down a book and reading it (lines 2-3) most likely refers to

   A. reading an interesting novel to pass the time during retirement.
   B. reflecting on one's past experiences, both positive and negative.
   C. writing an autobiography so people can learn from life experiences.
   D. making note of mistakes made and what has been learned from them.

2. How do the words "you" and "your" contribute to the central idea of the poem?

   E. They emphasize the conversational style of the poem.
   F. The speaker could be addressing anyone, expanding relevance of the poem's meaning.
   G. The speaker gives relationship advice to the reader.
   H. The speaker addresses an unknown person in her life, blaming that person for what has happened.

3. Read line 9 from the poem.

And bending down beside the glowing bars

How does this line contribute to the development of ideas in the stanza?

A. It represents youthful beauty and love.
B. It drives the speaker deep into a daydream filled with thoughts.
C. It brings the speaker back to the present and leads to a final conclusion.
D. It mirrors the shining of the stars mentioned in the last line of the poem.

4. Read lines 3-4 from the poem.

And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep

Which of the following supports what is implied by the "soft look" referred to in these lines?

E. "old and grey and full of sleep" (line 1)
F. "moments of glad grace" (line 5)
G. "sorrows of your changing face" (line 8)
H. "face amid a crowd of stars" (line 12)

5. How does the second stanza (lines 5-8) contribute to the development of a central idea of the poem?

A. It illustrates the effect of a lost love.
B. It proves that people cannot be trusted.
C. It gives examples of the process of growing older.
D. It describes the difference between superficial love and true love.

6. How does the capitalization of "Love" (line 10) contribute to the central idea of the poem?

E. It shows that love has helped the speaker conquer her sadness.
F. It identifies the specific person to whom the speaker addresses.
G. It is an example of apostrophe, where the speaker addresses an abstract idea.
H. It emphasizes the fact that there was only ever one person who truly loved the speaker.

Leisure

by Amy Lowell

Leisure, thou goddess of a bygone age,
When hours were long and days sufficed to hold
Wide-eyed delights and pleasures uncontrolled
By shortening moments, when no gaunt presage
Of undone duties, modern heritage,
Haunted our happy minds; must thou withhold
Thy presence from this over-busy world,
And bearing silence with thee disengage
Our twined[1] fortunes? Deeps of unhewn woods
Alone can cherish thee, alone possess
Thy quiet, teeming vigor. This our crime:
Not to have worshipped, marred by alien moods
That sole condition of all loveliness,
The dreaming lapse of slow, unmeasured time.

[1] **twined**: interwoven

1. How does line 1 contribute to the development of the central idea of the poem?

   A. It confirms that the speaker is returning from a vacation.
   B. It shows that the speaker believes Leisure to be a goddess.
   C. It suggests that the speaker regrets the lack of free time.
   D. It gives examples of how people could spend their free time.

2. By addressing Leisure directly, the author creates the effect of a

   E. powerful emotional sense of regret and remorse.
   F. feeling of comic relief for an otherwise serious topic.
   G. sense of confusion as to who the speaker is addressing.
   H. dialogue between the speaker and the person who represents Leisure.

3. Read lines 4-6 from the poem.

   By shortening moments, when no gaunt presage
   Of undone duties, modern heritage,
   Haunted our happy minds; must thou withhold

   These lines help develop the theme of the poem by suggesting that

   A. busy people have a rich tradition of customs and beliefs.
   B. haunts people because they no longer respect her as a goddess.
   C. people must always be aware of the time and date and what they must do.
   D. people feel that there is not enough time in the day because they have so many things to do.

4. Read lines 9-11 from the poem.

   Deeps of unhewn woods
   Alone can cherish thee, alone possess
   Thy quiet, teeming vigor.

   How do these lines reflect the speaker's point of view?

   E. People must search energetically for leisure.
   F. Leisure hide from people and does not wish to be found.
   G. People can only find leisure by themselves because others are a distraction.
   H. Leisure is so rare now that one can only find it in the solitude of unspoiled nature.

5. The most appropriate example of the "crime" mentioned in line 11 is most likely

   A. never going to church to worship.
   B. always wasting time walking in the woods.
   C. taking too much time for oneself despite responsibilities.
   D. constantly rushing from one appointment to another.

6. How does the rhythm of lines 1-9 relate to the central idea of the poem?

   E. It is swift yet leisurely, like the author's childhood.
   F. It is rushed and continuous, like the demands of modern life.
   G. It is unhurried and uninterrupted, mirroring the idea of leisure.
   H. It is calm and frequently interrupted, like a vacation in a bygone age.

The Tutorverse

Song

by John Rollin Ridge

I saw her once—her eye's deep light
Fell on my spirit's deeper night.
The only beam that e'er illumed
Its shadows drear. The glance was slight,
But oh, what softness it assumed!

I saw her twice—her glance again
Lit up its fire within my brain;
My thoughts leaped up, like lightning warm,
And felt a sweetness mixed with pain,
While gath'ring wildly round her form.

I saw her thrice—she was alone,
And her deep glance more deeply shone
Upon my heart with rapture chained,
The thrill was a meteor thrown
Athwart some sky where darkness reigned!

I saw her yet again—and clear,
But low, her rich tones met my ear;
They wandered thro' my bosom[1] sad,
As waters thro' a woodland sere[2],
That make decay itself seem glad.

The fifth time I saw her—and still
She taught my quiv'ring heart to thrill,
Like some wild hand upon a lyre[3],
That's borne along, without its will,
Across the strings of magic fire!

I saw her oft again—, each hour
Enhanced o'er me her conquering power;
Her image in my thought became
A spirit-planted, fadeless flower;
And all my music was her name!

I loved the earth on which she trod—
More beautiful than if a God
Had placed immortal foot-prints there!
I loved the world, though dark its load
Of ills, because she breathed its air!

I loved her slightest careless word—
More sweet than matin[4] of the bird
That scales the Heaven on mounting wing!
It through my maddened pulses stirred,
As though it were a living thing.

Oh, that 'rapt heart's forever gone,
That boweth once to Beauty's throne,
And feels the bliss her looks inspire;
For, oh, the seeds of death are sown,
When love assumes its mad empire!

[1] bosom: the heart, or seat of emotions
[2] sere: dry or withered
[3] lyre: an stringed instrument
[4] matin: a bird's morning song

1. Which lines from the poem best illustrate how the speaker feels before meeting the woman?

   A. "Fell on my spirit's deeper night, / The only beam that e'er illumed / Its shadows drear." (lines 2-4)
   B. "My thoughts leaped up, like lightning warm, / And felt a sweetness mixed with pain" (lines 8-9)
   C. "And all my music was her name!" (line 30)
   D. "I loved her slightest careless word - /More sweet than matin of the bird" (lines 36-37)

2. How do stanzas 2-5 (lines 6-25) contribute to the central idea of the poem?

   E. They describe the woman's appearance and behaviors.
   F. They tell about how the speaker came to meet the woman.
   G. They illustrate how the woman and the speaker are similar.
   H. They emphasize the effect that the woman has on the speaker.

The Tutorverse

3. Read lines 22-23 from the poem.

She taught my quiv'ring heart to thrill,
Like some wild hand upon a lyre

The simile in these lines suggests that

A. the woman stills the speaker's wildly beating heart.
B. the woman is playing him like an instrument, making him do what she wants.
C. the woman is a musician who has captured the speaker's heart by playing beautifully.
D. the woman has an energizing effect on the speaker, making him feel excited.

4. Which of the following supports the idea that the speaker is unable to forget the woman's image?

E. "I saw her thrice—she was alone, / And her deep glance more deeply shone" (lines 11-12)
F. "I saw her yet again—and clear, / But low, her rich tones met my ear" (lines 16-17)
G. "Her image in my thought became / A spirit-planted, fadeless flower" (lines 28-29)
H. "For, oh, the seeds of death are sown, / When love assumes its mad empire!" (lines 44-45)

5. Which of the following best supports the central ideas of stanzas 7 and 8 (lines 31-40)?

A. "The glance was slight, / But oh, what softness it assumed!" (lines 4-5)
B. "The thrill was a meteor thrown / Athwart some sky where darkness reigned!" (lines 14-15)
C. "As waters thro' a woodland sere, / That make decay itself seem glad." (lines 19-20)
D. "I saw her oft again—, each hour / Enhanced o'er me her conquering power" (lines 26-27)

6. The rhyme scheme of the individual stanzas has which effect on the poem in general?

E. The rhyme scheme repeats, while the general ideas change.
F. The rhyme scheme changes, while the general ideas stay the same.
G. Both the rhyme scheme and general idea of each stanza repeat.
H. Both the rhyme scheme and general idea of each stanza change.

7. Which of the following supports the idea that, to the speaker, the woman could do nothing wrong?

A. "I saw her twice—her glance again / Lit up its fire within my brain" (lines 6-7)
B. "I loved her slightest careless word— / More sweet than matin of the bird" (lines 36-37)
C. "Oh, that 'rapt heart's forever gone. / That boweth once to Beauty's throne" (lines 41-42)
D. "For, oh, the seeds of death are sown, / When love assumes its mad empire!" (lines 44-45)

The Tutorverse

Adapted from *A Modern Tomboy*

by L. T. Meade

1 It was Rosamund who proposed that the rugs should be rolled back and that they should have a dance.

2 Lucy's eyes widened. Nobody before had ever dared to make such a suggestion. Lucy, it is true, had dancing lessons from a teacher who came once a week to instruct her and other girls, and she had occasionally gone to a children's party. But beyond that, she never danced.

3 Lucy heard Rosamund, in a clear voice, say, "Let us push back the sofas. This is a splendid room. We can roll up the rugs in a twinkling. Where is Mrs. Merriman? She will play the dance music. Oh, there are seven of us – one too many. Perhaps you will play for us, Lucy?"

4 "But I don't know any dance music," said Lucy; "and then mother would not like the rugs being disturbed. The room is arranged just as father and mother wish it to be. I think perhaps – "

She colored painfully.

6 "We will do nothing without leave, of course," said Phyllis Flower. "I'll just run and find Mrs. Merriman and ask her." Before Lucy could prevent her, Phyllis had darted out of the room, returning in a minute or two with the required permission.

7 "It's all right, girls," she said; "we can trip it on the light fantastic toe as long as ever we please, and the rugs may go to Hong Kong for all Mrs. Merriman cares."

8 Lucy colored with rage. Rosamund gave a quiet smile – a smile which seemed to denote power. Phyllis's dancing eyes lit for a moment on Lucy's face. Those eyes said in the most provoking manner, "I told you so." And then someone went to the piano, and a minute or two later all the girls, Lucy included, were dancing round and round the room in a merry waltz.

9 The dance lasted for over an hour; and just in the midst of it, when Lucy was really laughing in quite a heart-whole manner, she raised her eyes and saw no less a person than Mr. Merriman himself standing in the doorway. He was smiling, and his eyes were fixed on Rosamund's face.

10 The moment Rosamund saw him she stopped at once, and said to Lucy, "Is that your father, the great professor?"

11 "Yes," said Lucy.

12 "Please introduce him to me."

13 Lucy longed to give any sort of excuse, but none would come to her lips. She was forced to take Rosamund up to Mr. Merriman.

14 "This is Rosamund Cunliffe," she said, "and she wants to meet you, Father."

15 Lucy went back and tried to keep dancing. But she could not help straining her ears and trying to catch the subject of Rosamund's conversation. The Professor, who was generally so grave and quiet, was laughing also. What did it all mean?

16 "Father, aren't you tired? – Miss Cunliffe, you are tiring father," said Lucy at last, running up to the door and trying to speak calmly.

17 "No, my dear," said her father. "On the contrary, I am intensely interested – you must tell me that story again, Miss Cunliffe. Would you like to come and see my library?"

18 The two went off together, and Lucy felt almost as though she must burst into tears. Phyllis's eyes again met her face, and she had to restrain her feelings. The "I told you so" look was too maddening to bear.

1. Read this sentence from paragraph 3.

We can roll up the rugs in a twinkling.

"twinkling" refers to

A. an amount of time.
B. a style of organizing.
C. the appearance of the rugs.
D. a method of rolling up rugs.

2. Read paragraph 5.

She colored painfully.

This sentence suggests that

E. Lucy's mother expressed her disapproval.
F. Rosamund was humiliated by Lucy's harsh scolding.
G. Lucy wishes she had come up with Rosamund's idea.
H. Lucy was flustered by and does not support Rosamund's suggestion.

3. Read paragraph 7.

"It's all right, girls," she said; "we can trip it on the light fantastic toe as long as ever we please, and the rugs may go to Hong Kong for all Mrs. Merriman cares."

These sentences are most likely spoken in what tone?

A. direct
B. animated
C. dignified
D. impartial

4. The fact that Mrs. Merriman says the rugs can "go to Hong Kong" (paragraph 7) suggests that

E. Phyllis lied about what Mrs. Merriman said.
F. Lucy is actually interested in having a dance party.
G. Lucy was incorrect about upsetting her mother.
H. Lucy's mother cares deeply for the valuable rugs.

5. Which of Rosamund's traits is most central to her relationship with Lucy?

A. her physical beauty
B. her skill at dancing
C. her talent for influencing others
D. her ability to carry a conversation

6. Based on the passage, all of the following might be something Lucy thinks to herself EXCEPT

E. "I wish father had stayed in his library all night!"
F. "I wish Rosamund had tripped while dancing."
G. "I wish I had more practice playing dance music."
H. "I wish Phyllis had never asked my parents for permission to dance."

The Tutorverse

7. According to the passage, why does Lucy need to "restrain her feelings" (paragraph 18)?

A. She blames Phyllis for bringing Rosamund.
B. Her parents never let her do as she wishes.
C. Rosamund controlled the entire night's activities.
D. She hates dancing and never wanted to participate.

8. The "I told you so" look mentioned in paragraph 8 and paragraph 18 most likely suggests that

E. Lucy did not believe Phyllis's secret warning about Rosamund's love of dancing.
F. Phyllis did not believe Lucy's secret warning about Rosamund's love of dancing.
G. Lucy did not believe Phyllis's secret warning about Rosamund's personality.
H. Phyllis did not believe Lucy's secret warning about Rosamund's personality.

Adapted from *The Jolliest School of All*

by Angela Brazil

1 "David Beverley," he gasped. "David Beverley! Lorna! Great Heavens! By all that's sacred, where did you get this?"

"Why, Dad! What's the matter? Irene lent me the book. It belongs to her father."

3 "Her father! You don't mean to tell me your friend's father is David Beverley?"

4 "Why not, Dad," whispered Lorna, looking with apprehension into his haggard, excited face.

5 She guessed even before he spoke what the answer was going to be.

6 "David Beverley is the man who ruined my life!"

7 The blow which had fallen was utterly overwhelming. For a moment Lorna fought against the knowledge like a drowning man battling with the waters.

8 "Oh, Dad! Surely there's some mistake. It can't be! Isn't it some other Beverley perhaps?"

9 "I know his writing only too well. There's no possibility of a mistake. Besides, I saw him in Naples – at the end of February. I haven't forgotten the shock it gave me. Why," turning almost fiercely upon Lorna, "didn't you tell me your schoolfellow's name before? Have you all this time been making friends with your father's enemy?"

10 "I thought I'd often talked about Renie," faltered poor Lorna. "Perhaps I never mentioned her last name. Oh, Dad! Dad! Is it really true? It's too horrible to be believed."

11 Lying in the soft Capri[1] grass, with the pink cistus flowers brushing her hot cheeks, Lorna raged impotently against the tragedy of a fate which was changing the dearest friendship of her life into a feud. Irene! – the only one at school who had sympathized and understood her, who had behaved with a delicacy and kindness such as no other person had ever shown her, who had taken her into her home circle and given her the happiest time she had ever had in her shadowed girlhood; Irene with her merry

The Tutorverse

gray eyes and her bright sunny hair, the very incarnation of warm-hearted genuine affection – Irene, her roommate, her buddy, her chosen confidante. How was it possible ever to regard her as an enemy? Yet had she not vowed a solemn oath to hate all belonging to the man who had so desperately injured them? Oh! The world seemed turning upside down. Loyalty to her father and love for her friend dragged different ways, and in the bitter conflict her heart was torn in two.

12 She was ready to humor her father's every whim, for in the blackness of her trouble nothing seemed at present to really matter. The whirling eddies of her thoughts rushed through her brain in a perpetual series of questions and answers. Must hate strike the death knell of love? Surely the only thing to do with an injury is to forgive it. Would revenge wipe out the wrong or in any way solve anything? No, there would only be one more wrong done in the world, to go on in ever-widening circles of hatred and misery. Curses, like chickens, come home to roost, and "getting even" may bring its own punishment.

[1] **Capri**: an Italian island known for its beauty

1. Which sentence best describes Lorna's struggle against a realization?

A. "'By all that's sacred, where did you get this?'" (par. 1)
B. "For a moment Lorna fought against the knowledge like a drowning man battling with the waters." (par. 7)
C. "'I haven't forgotten the shock it gave me.'" (par. 9)
D. "'I thought I'd often talked about Renie.'" (par. 10)

2. Based on the passage, a reader can conclude that David Beverley was a

E. writer.
F. teacher.
G. student.
H. relative.

3. According to the passage, Lorna's friendship with Irene was characterized by all of the following EXCEPT

A. mutual kindness and respect
B. the feud between their fathers
C. Irene made Lorna feel accepted
D. Lorna shared deep feelings with Irene

4. The passage suggests that Lorna

E. was jealous of Irene.
F. was popular at school.
G. is part of a wealthy family.
H. had trouble making friends.

5. The main conflict that Lorna experiences throughout the passage is

A. between her loyalty to her family and to her friend.
B. whether or not she should tell her father about Irene's family.
C. whether or not she should return the book borrowed from Irene.
D. between her love for Irene and her allegiance to David Beverley.

6. Read these sentences from paragraph 12.

Must hate strike the death knell of love? Surely the only thing to do with an injury is to forgive it. Would revenge wipe out the wrong or in any way solve anything?

How do these questions contribute to the development of ideas in the paragraph?

E. They demonstrate that David Beverley is very forgiving.
F. They show that Lorna is obsessed with retaliating against Irene.
G. They illustrate that complicated questions have no answer.
H. They indicate that Lorna is forgiving despite an initial desire for revenge.

The Tutorverse

7. The author's main purpose in this passage is to cause the reader to

A. empathize with Lorna.
B. dislike David Beverley.
C. agree with Irene's point of view.
D. question Lorna's loyalty as a friend.

8. According to paragraph 12, what stops Lorna from siding with her father completely?

E. the memory of sharing happy experiences with Irene
F. the belief that love will conquer hatred and her father will forgive
G. the understanding that her friendship with Irene is more important
H. the idea that retaliating will bring more suffering to everyone involved

Adapted from *The Cruise of the Dazzler*

by Jack London

1 "Hello! Where have you been?" he said.

2 "To sea," Joe answered demurely, not sure of just what kind of a reception he was to get and fiddling with his hat nervously.

3 "Short trip, eh? How did you make out?"

4 "Oh, so-so." He had caught the twinkle in his father's eye and knew that it was all clear sailing. "Not so bad – er – that is, considering."

5 "Considering?"

6 "Well, not exactly that; rather, it might have been worse, while it couldn't have been better."

7 "That's interesting. Sit down."

It was all Joe could do to keep from crying, so kindly and naturally had his father received him, making him feel at once as if not the slightest thing uncommon had occurred. It seemed as if he had just returned from a vacation.

9 "Now go ahead, Joe."

10 Joe sat down and told what had happened – all that had happened – from Monday night to that very moment. Each little incident he related – every detail – not forgetting his conversations with 'Frisco Kid nor his plans concerning him. His face flushed and he was carried away with the excitement of the narrative, while Mr. Bronson was almost as eager, urging him on whenever he slackened his pace, but otherwise remaining silent.

11 "So you see," Joe concluded, "it couldn't possibly have turned out any better."

12 "Ah, well," Mr. Bronson deliberated judiciously, "it may be so, and then again it may not."

13 "I don't see it." Joe felt sharp disappointment at his father's qualified approval. It seemed to him that the return of the safe merited something stronger.

14 Mr. Bronson clearly understood the way Joe felt about it, for he went on: "As to the matter of the safe, all hail to you, Joe! Credit, and plenty of it, is yours. Mr. Tate and myself had already spent five hundred dollars in attempting to recover it. So important was it that we had also offered five thousand dollars reward, and this very morning were considering the advisability of increasing the amount. But, my son," – Mr. Bronson stood up, resting a hand affectionately on his boy's shoulder – "there are certain things in this world which are of still greater importance than the gold, or papers which represent what the gold may buy. How about yourself? That's the point. Will you sell the best possibilities of your life right now for a million dollars?"

15 Joe shook his head.

16 "As I said, that's the point. A human life the money of the world cannot buy; nor can it redeem one which is misspent; nor can it make full and complete and beautiful a life which is dwarfed and warped and ugly. How about yourself? What is to be the effect of all these strange adventures on your life – your life, Joe? Are you going to pick yourself up tomorrow and try it over again? Or the next day? Or the day after? Do you understand? Why, Joe, do you think for one moment that I would place against the best value of my son's life the paltry value of a safe? And can I say, until time has told me, whether this trip of yours could not possibly have been better? Such an experience is as potent for evil as for good. One dollar is exactly like another – there are many in the world: but no Joe is like my Joe, nor can there be any others in the world to take his place. Don't you see, Joe? Don't you understand?"

1. Based on the passage, it can be inferred that Joe expected his father to be all of the following EXCEPT

A. patient.
B. critical.
C. furious.
D. disappointed.

2. The passage provides an answer to all of the following questions EXCEPT

E. What was in the safe?
F. Who is the 'Frisco Kid?
G. Has the safe been found?
H. What was the outcome of Joe's trip?

3. Read this sentence from paragraph 13.

Joe felt sharp disappointment at his father's qualified approval.

Joe feels this way because

A. 'Frisco Kid had been relying on him.
B. Mr. Tate trusted Joe to bring back the safe.
C. he had done the best he could and thought he would be recognized for it.
D. he knows he could have done more to be successful and should have tried harder.

The Tutorverse

4. The word "qualified" (paragraph 13) most nearly means

   E. expert.
   F. absolute.
   G. reserved.
   H. competent.

5. The passage provides evidence to suggest that the safe

   A. belonged to Joe.
   B. belonged to Mr. Bronson.
   C. contained a million dollars.
   D. contained five thousand dollars.

6. The lesson that Mr. Bronson attempts to teach Joe is that

   E. one must be responsible with one's money.
   F. the only risks worth taking are those that can result in making money.
   G. living a full life, even one with mistakes, is more valuable than money.
   H. one must live up to one's potential but must also be careful to avoid taking risks that can lose money.

7. Mr. Bronson most likely speaks to Joe in paragraph 16 in what tone?

   A. humor
   B. outrage
   C. frustration
   D. tenderness

8. What does Mr. Bronson mean when he says that Joe's experience "is as potent for evil as for good" (paragraph 16)?

   E. It is too soon to tell how the experience will affect Joe.
   F. The experience will have both negative and positive effects on Joe.
   G. The experience was mostly negative, since it put Joe's life in danger.
   H. The experience was mostly positive, since it resulted in the return of the safe.

Adapted from *The Innocents Abroad*

by Mark Twain

1 All day Sunday at anchor. The storm had gone down a great deal, but the sea had not. It was still piling its frothy hills high in air "outside," as we could plainly see with the glasses. We could not properly begin a pleasure excursion on Sunday; we could not offer untried stomachs to so pitiless a sea as that. We must lie still till Monday. And we did. But we had repetitions of church and prayer-meetings; and so, of course, we were just as eligibly situated as we could have been anywhere.

2 I was up early that Sunday morning and was early to breakfast. I felt a perfectly natural desire to have a good, long, unprejudiced look at the passengers at a time when they should be free from self-consciousness – which is at breakfast, when such a moment occurs in the lives of human beings at all.

3 I was greatly surprised to see so many elderly people – I might almost say, so many venerable people. A glance at the long lines of heads was apt to make one think it was all gray. But it was not. There was a tolerably fair sprinkling of young folks, and another fair sprinkling of gentlemen and ladies who were non-committal as to age, being neither actually old or absolutely young.

The Tutorverse

4 The next morning, we weighed anchor and went to sea. It was a great happiness to get away after this dragging, dispiriting delay. I thought there never was such gladness in the air before, such brightness in the sun, such beauty in the sea. I was satisfied with the picnic then and with all its belongings. All my malicious instincts were dead within me; and as America faded out of sight, I think a spirit of charity rose up in their place that was as boundless, for the time being, as the broad ocean that was heaving its billows about us. I wished to express my feelings – I wished to lift up my voice and sing; but I did not know anything to sing, and so I was obliged to give up the idea. It was no loss to the shi , though, perhaps.

5 It was breezy and pleasant, but the sea was still very rough. One could not promenade without risking his neck; at one moment the bowsprit[1] was taking a deadly aim at the sun in midheaven, and at the next it was trying to harpoon a shark in the bottom of the ocean. What a weird sensation it is to feel the stern[2] of a ship sinking swiftly from under you and see the bow[3] climbing high away among the clouds! One's safest course that day was to clasp a railing and hang on; walking was too precarious a pastime.

6 By some happy fortune I was not seasick – that was a thing to be proud of. I had not always escaped before. If there is one thing in the world that will make a man peculiarly and insufferably self-conceited, it is to have his stomach behave itself, the first day at sea, when nearly all his comrades are seasick. Soon a venerable fossil, shawled to the chin and bandaged like a mummy, appeared at the door of the cabin, and the next lurch of the ship shot him into my arms. I said:

7 "Good-morning, Sir. It is a fine day."

8 He put his hand on his stomach and said, "Oh, my!" and then staggered away and tripped over a skylight.

9 Presently another old gentleman was projected from the same door with great violence. I said:

10 "Calm yourself, Sir – There is no hurry. It is a fine day, Sir."

11 He, also, put his hand on his stomach and said "Oh, my!" and reeled away.

12 In a little while another veteran was discharged abruptly from the same door, clawing at the air for a saving support. I said:

13 "Good morning, Sir. It is a fine day for pleasuring. You were about to say –"

14 "Oh, my!"

15 I thought so. I anticipated him, anyhow. I stayed there and was bombarded with old gentlemen for an hour, perhaps; and all I got out of any of them was "Oh, my!"

16 I went away then in a thoughtful mood. I said, this is a good pleasure excursion. I like it. The passengers are not garrulous, but still they are sociable. I like those old people, but somehow they all seem to have the "Oh, my" rather bad.

17 I knew what was the matter with them. They were seasick. And I was glad of it. We all like to see people seasick when we are not, ourselves. Playing cards by the cabin lamps when it is storming outside

[1] **bowsprit**: a long beam extending forward from the front point of a ship or boat
[2] **stern**: the rearmost part of a ship or boat
[3] **bow**: the front end of a ship or boat

The Tutorverse

is pleasant; walking the quarterdeck in the moonlight is pleasant; smoking in the breezy foretop is pleasant when one is not afraid to go up there; but these are all feeble and commonplace compared with the joy of seeing people suffering the miseries of seasickness.

1. The phrase "piling its frothy hills high in air" in paragraph 1 refers to

A. the rough seas.
B. passengers playing a game.
C. the feeling of being seasick.
D. the excitement of sailing on the ocean.

2. Read this sentence from paragraph 1.

But we had repetitions of church and prayer-meetings; and so, of course, we were just as eligibly situated as we could have been anywhere.

How does this sentence contribute to the plot of the excerpt?

E. It shows that the narrator is impatient and demanding.
F. It demonstrates that the narrator is a very religious and pious person.
G. It illustrates that the weather conditions were favorable to having meetings.
H. It emphasizes the boredom experienced by the narrator during a delay in the trip.

3. From paragraph 2, it can most reasonably be inferred that the narrator

A. wishes that he had more time to sit and observe his fellow travelers.
B. prefers the company of older people, who he believes are more honorable.
C. believes that during the day, most people's true selves are usually masked.
D. thinks that breakfast is the most important meal of the day and should never be skipped.

4. Read this sentence from paragraph 4.

… as America faded out of sight, I think a spirit of charity rose up in their place that was as boundless, for the time being, as the broad ocean that was heaving its billows about us.

The simile used in the sentence affects the tone of the paragraph by emphasizing a

E. sense of dread at the sight of land fading from view.
F. sense of selflessness to help as many passengers as he can.
G. feeling of nervousness as he looks out onto the broad ocean.
H. feeling of optimism as the narrator embarks on the next phase of his trip.

5. The tone of the last sentence in paragraph 4 is best described as

A. bitter.
B. certain.
C. boastful.
D. humorous.

6. It can be inferred from the passage that the narrator

E. is immune to seasickness.
F. is a wealthy businessperson.
G. is an American going on a vacation at sea.
H. is more self-centered than considerate of others.

The Tutorverse

7. In what way does "this is a good pleasure excursion" (paragraph 16) contribute to the development of the narrator's character?

   A. It demonstrates that the narrator has a great passion for traveling by boat.
   B. It shows that the narrator is a very sociable person who enjoys the company of others.
   C. It contrasts the narrator's positive thoughts with the negative experiences of his fellow travelers.
   D. It illustrates how the narrator's opinion of other people changes over the course of the excerpt.

8. Read this sentence from paragraph 5.

   One could not promenade without risking his neck; at one moment the bowsprit was taking a deadly aim at the sun in midheaven, and at the next it was trying to harpoon a shark in the bottom of the ocean.

   The imagery in this sentence helps establish

   E. the purpose of the trip.
   F. a sense of the surrounding conditions.
   G. the aspects of the trip that the narrator likes most.
   H. the narrator's feelings toward his fellow passengers.

9. Read this sentence from paragraph 6.

   If there is one thing in the world that will make a man peculiarly and insufferably self-conceited, it is to have his stomach behave itself, the first day at sea, when nearly all his comrades are seasick.

   Which quote from the excerpt best supports the central idea of the above sentence?

   A. "We could not properly begin a pleasure excursion on Sunday; we could not offer untried stomachs to so pitiless a sea as that." (par. 1)
   B. "A glance at the long lines of heads was apt to make one think it was all gray. But it was not." (par. 3)
   C. "I knew what was the matter with them." (par. 17)
   D. "And I was glad of it. We all like to see people seasick when we are not, ourselves." (par. 17)

10. How do the details in paragraphs 7-15 help support a central idea of the excerpt?

    E. They show that the narrator is a bold and fearless traveler.
    F. They demonstrate that the narrator is very polite and is a friendly traveling companion.
    G. They establish that the ship conditions affect the narrator in a different way than others.
    H. They illustrate how the author greatly enjoys taking walks and playing games with others.

Adapted from *The Luckiest Girl in the School*

by Angela Brazil

1 "Well, I don't know, Winona!" wavered Mrs. Woodward. "We must look at it from all sides, and perhaps Aunt Harriet's right, and it really would be for the best. Miss Harmon's a poor teacher, and I'm sure your music, at any rate, is not a credit to her. You know you said yourself that you were getting beyond Miss Harmon!"

1 Whatever critiques Winona may have brought against her teacher, she was certainly not prepared to admit them now. She rejected the project of the Seaton High School with the utmost energy and determination, bringing into the fray all that force of character which her mother lacked. Poor Mrs. Woodward vacillated[1] feebly—she was generally swayed by whoever was nearest at the moment—and I verily believe Winona's arguments would have prevailed, and the whole scheme would have been abandoned, had not Mr. Joynson opportunely happened to turn up.

2 Mr. Joynson was a solicitor, and the trustee of Mrs. Woodward's property. He managed most of her business affairs, and some of her private ones as well. She had confidence in his judgment, and she at once thankfully submitted the question of Winona's future to his decision.

4 "The very thing for her!" he declared. "Do her a world of good to go to a proper school. She's frittering her time away here. Send her to Seaton by all means. What are you to do without her? Nonsense! Nobody's indispensable—especially a girl of fifteen! Pack her off as soon as you can. Doesn't want to go? Oh, she'll sing a different song when once she gets there, you'll see!"

5 Thus supported by an authority, Mrs. Woodward settled the question in the affirmative, and replied to her aunt by return of post.

6 Naturally such a stupendous event as the exodus of Winona made a sensation in the household.

7 "It's atrocious!" groaned Winona. "I'm a victim sacrificed for the good of the family. Oh! why couldn't mother have thought of some other way of economizing? I don't want to win scholarships and go in for a career!"

8 "Buck up! Perhaps you won't win! There'll be others in for the exam., you bet! You'll probably fail, and come whining home like a whipped puppy with its tail between its legs!"

9 "Indeed I shan't!" flared Winona indignantly. "I've a little more spirit than that, thank you! And why should you imagine I'm going to fail? I suppose I've as much brains as most people!"

10 "That's right! I was only trying to comfort you!" teased Percy. "In my opinion you'll be returned like a piece of spoiled fruit, or one of those articles 'of no use to anybody except the owner.' Aunt Harriet will be cheated of her prey after all!"

11 "If Win goes away, I shall be the eldest daughter at home," said Letty airily, shaking out her short skirts. "I'll sit at the end of the table, and pour out tea if mother has a headache, and unlock the apple room, and use the best inkpot if I like, and have first innings at the piano."

12 "You forget about the nursery governess," retorted Winona. "If I go, she comes, and you'll find you've exchanged King Log for King Stork[2]. Oh, very well, just wait and see! It won't be as idyllic as you imagine. I shall be saved the trouble of looking after you, at any rate."

13 "What I'm trying to ascertain, madam," said Percy blandly, "is whether your ladyship wishes to take up your residence in Seaton or not. With your perversity you pursue a pig policy. When I venture to picture

[1] vacillate – to go back and forth; wobble.

[2] In Aesop's fable, *The Frogs Who Desired a King*, a group of frogs asked the gods for a king. The gods threw down a log, which initially terrified and impressed the frogs. Eventually, the frogs realized that the log was passive and unresponsive. When they asked for another king, the gods sent down a stork, which began to eat them.

The Tutorverse

you seated at the board of your venerable aunt, you protest you are a sacrifice; when, on the other hand, I suggest your return to the bosom of your family, you revile me equally."

12 "You're the most unsympathetic *beast* I've ever met!" declared Winona aggrievedly.

13 When she analyzed her feelings, however, she was obliged to allow that they were mixed. Though the prospect of settling down at Seaton filled her with dismay, Percy's gibe at her probable failure touched her pride. Winona had always been counted as the clever member of the family. It would be too ignominious to be sent home labeled unfit. She set her teeth and clenched her fists at the bare notion.

16 "I'll show them all what I can do if I take a thing up!" she resolved.

1. Read this sentence from paragraph 2.

> I verily believe Winona's arguments would have prevailed, and the whole scheme would have been abandoned, had not Mr. Joynson opportunely happened to turn up.

How does the sentence contribute to the development of the plot?

A. It reveals how Ms. Woodward's lack of knowledge makes it difficult for her to make decisions.
B. It shows how Ms. Woodward's dependence on the opinion of others alters her decisions.
C. It highlights how Ms. Woodward's indecision results in the external conflict being prolonged.
D. It illustrates how Ms. Woodward's determination helps resolve the external conflict.

2. Which statement best describes Percy's tone in paragraphs 8 and 10?

E. He uses an accusatory tone by suggesting that Winona wants to abandon the family.
F. He speaks with a mocking tone as he predicts the ways in which her adventures will end in failure.
G. He uses an encouraging tone to convince Winona that going away for school will be better than her expectations.
H. He uses a joking tone by suggesting that the letter is a prank and Winona will remain at home.

3. Which sentence from the excerpt best supports the idea that Winona's family will not be upset to see her go away to school?

A. "'The very thing for her!' he declared. 'Do her a world of good to go to a proper school. She's frittering her time away here. Send her to Seaton by all means.'" (par. 4)
B. "'You'll probably fail, and come whining home like a whipped puppy with its tail between its legs!'" (par. 8)
C. "'If Win goes away, I shall be the eldest daughter at home…I'll sit at the end of the table…and use the best inkpot if I like, and have first innings at the piano.'" (par. 11)
D. "'What I'm trying to ascertain, madam,' said Percy blandly, 'is whether your ladyship wishes to take up your residence in Seaton or not.'" (par. 13)

The Tutorverse

4. Read this sentence from paragraph 12.

If I go, she comes, and you'll find you've exchanged King Log for King Stork.

The author reference "King Log" and "King Stork" in order to

E. show the condescension in Winona's interactions with her younger siblings, as she speaks about things she knows they won't understand.
F. highlight the vulnerability that Winona feels when she realizes her siblings are eager for her departure.
G. emphasize Winona's feeling of nostalgia as she imagines living away for the first time.
H. capture Winona's sense of irritation as she tells her sister that her absence won't actually be a good thing.

5. How does paragraph 9 contribute to the overall structure of the excerpt?

A. It reinforces Winona's loving relationship with the rest of her family.
B. It foreshadows the events that will occur after Winona leaves for school.
C. It indicates the moment when Winona's reaction to going away for school changes.
D. It shows the resolution of the argument between Winona and her siblings.

6. Read this sentence from paragraph 15.

It would be too ignominious to be sent home labeled unfit. She set her teeth and clenched her fists at the bare notion.

The descriptions in this sentence conveys the

E. deep hurt and sorrow that Winona feels at Percy's insulting comments.
F. determination to prove everyone wrong and show her intellectual worth.
G. affection and attachment to her younger siblings, whom she does not want to leave behind.
H. anger at the adults in her life for not allowing her to make her own choices.

7. Read paragraph 16 below.

"I'll show them all what I can do if I take a thing up!" she resolved.

How does it compare to Winona's reaction to her situation in paragraph 7?

A. It shows that Winona's feelings have changed from her original reaction to the main conflict.
B. It reinforces the consistency of Winona's negative reaction to the main conflict.
C. It shows how Winona handles the conflict with greater maturity and poise than when she was younger.
D. It highlights how Winona's relationship with her sister impacts how she reacts to her situation.

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